YALSA Research Bibliography
2010 – 2012

This document was compiled by the YALSA Research Committee and represents the latest update in the series of YALSA Research Bibliographies. The citations and annotations are divided into four groups, based on the Priority Areas of the YALSA National Research Agenda (2012), available at http://www.ala.org/yalsa/guidelines/research/researchagenda. These four areas are:

> Priority Area 1: Impact of Libraries on Young Adults
> Priority Area 2: Young Adult Reading and Resources
> Priority Area 3: Information Seeking Behaviors and Needs of Young Adults
> Priority Area 4: Informal and Formal Learning Environments and Young Adults

There is some redundancy in the resources list, but this is intentional as some resources relate to more than one of the priority areas.

Priority Area 1: Impact of Libraries on Young Adults

Bowles-Terry, M. (2012). Library instruction and academic success: A mixed-methods assessment of a library instruction program. *Evidence Based Library and Information Practice, 7***(1), 82–95.**
The author examined the link between information literacy instruction and academic success in undergraduate students. Focus groups with graduating seniors were conducted, and academic transcripts were analyzed. Results indicated that the most successful outcomes in both subjective student experience and GPA are achieved when information literacy instruction is presented at different levels: general orientation for beginning students and specialized for upper-level students.

Delatte, M. (2010). Gauges and Pages: The Statistical Impact of Teen Read Week. *Young Adult Library Services, 8***(4)***,* **29–30.**
This article presented anecdotal evidence that Teen Read Week successfully increases circulation statistics, as measured by an ILS. Advice and examples of types of programming and outreach techniques that are credited with driving such increases were also presented.

Edwards, J., & Williams, P. (2010). The role of libraries in helping adolescents and their families juggle the demands of work and life. *Aplis, 23***(3), 84-89.**
This paper analyzed data from semistructured interviews with librarians and focus groups with teenagers on the roles of public libraries in the lives of teens. The authors discussed Bronfenbrenner's Ecological Systems Theory, and stated that the public library is positioned in such a way as to exert influence in many of the systems making up a teen's life, and mediate between these. According to this view, libraries benefit not only teens, but their families and communities as well.

Flowers, S. (2012). *Evaluating teen services and programs: a YALSA guide.* **Chicago, IL: American Library Association.**

This book compiled background information on adolescent development and behavior, and provided advice to library administrators, librarians, and patrons on how to plan, implement, and evaluate teen services. Examples of best practices and helpful samples of forms were also included.

Kaiser Family Foundation. (2010). Generation M2: Media in the lives of 8- to 18-year-olds. Retrieved from http://www.kff.org/entmedia/upload/8010.pdf

This paper examined the habits of young people with regard to many types of media, including: television, cell phones, computers, video games, music, print media, and more. Reading print material was reported to be the only type of media for which heavier use was correlated with self-reports of high grades.

Koh, K. (2011). *Proposing a theoretical framework for digital age youth information behavior building upon Radical Change Theory* **(Doctoral dissertation). Available through ProQuest Dissertations and Theses database (AAT 3483577).**

In this study, the researcher examined the information behavior of young people raised in the digital age through the lens of Radical Change Theory. Initially, existing research literature was analyzed in order to identify patterns of behavior. Subsequently, group or individual interviews were conducted with young adults. As a result of these investigations, the author proposed a refinement of Radical Change Theory and typology of youth information behavior.

Redrup-May, M. (2010). Growing a young adult librarian: Recruitment, selection and retention of an important asset for your community. *Aplis, 23*(2), 74-79.

In this article, the author discussed the process of hiring a young adult librarian from the perspectives of both library managers and the candidate seeking to be hired. For the managers, the author provided a list of general attitudes to look for in a candidate, tips for making the selection process go smoothly, and how to increase the probability of retaining the successful candidate. Job candidates were advised to carefully review the job description before applying and research the organization before interviewing.

Tice, M. (2011). Radical Change. *School Library Journal, 57*(7), 32-34.

This article outlined anecdotal reports of library staffing models, and ways that these have changed as a result of ongoing economic conditions. The author gathered responses to a query on two listservs and found common reports of leadership positions of young adult and children's departments being consolidated, or even eliminated, leaving subordinate librarians to fend for themselves. Other models discussed included outcome-based rather than age-based services and centralization of youth services.

Tveit, A. K. (2012). Reading Habits and Library Use Among Young Adults. *New Review of Children's Literature and Librarianship, 18*(2), 85-104. doi: 10.1080/13614541.2012.714341

The author of this study conducted interviews and distributed a survey regarding reading

and library use habits of teens. The survey revealed that participants tended to read more if their school maintained a relationship with the public library than if the two organizations were not connected.

Van Andel, A. K. (2011). *Summer library reading programs and literacy: An assessment of children's reading progress after having participated in a summer library reading program* **(Master's thesis). Available through ProQuest Dissertations and Theses database (AAT MR75392).**
In this study, the author administered tests of reading ability to children before and after some of them participated in a summer reading program. Children who participated in the summer reading program scored higher in reading comprehension than their peers who did not participate in the program.

Veit, F., & Osada, F. (2010). Absolutely True Experiences of Two New Librarians: The Importance of Popular Literature in Educating Young Adult Librarians. *Young Adult Library Services, 8***(4), 11–13.**
This article focused on the importance of popular literature in front line reader's advisory for young adults, and the problems with inclusion of such content in graduate school curricula. The authors, recent graduates themselves, initially surveyed colleagues from around the country regarding the preparation they had received in library school for teen requests for popular literature. Results indicated that some had an opportunity to take a young adult literature course, while some did not, but nearly all felt underprepared. The authors also examined the syllabi of graduate programs' young adult literature course offerings. Finally, the authors provided suggestions on ways for young adult librarians to keep up to date on popular literature in order to better serve teen patrons.

Williams, P., & Edwards, J. (2011). Nowhere to go and nothing to do: how public libraries mitigate the impacts of parental work and urban planning on young people. *Aplis, 24***(4), 142-152.**
This paper re-examined data from a prior study on experiences of work, home, and community, in which a number of focus groups with pre-teens and teenagers were conducted, as well as semistructured interviews with librarians. As follow-up, the authors of this paper also conducted a number of interviews at two "best practice" libraries selected as case studies. A range of benefits public library service to teens provides to teens, families, the community and the library, as well as issues for each of these categories, were examined. The authors concluded that libraries can serve an important role in the lives of teens, particularly those of low socioeconomic status.

Priority Area 2: Young Adult Reading and Resources

Blackburn, M. V., & Clark, C. T. (2011). Analyzing talk in a long-term literature discussion group: Ways of operating within LGBT-inclusive and queer discourses. *Reading Research Quarterly, 46***(3), 222-248.**
Scholars have argued for reading and discussing children's and young adult literature containing lesbian, gay, bisexual, transgender, and/or questioning

(LGBTQ) characters and related themes with youths. Yet, we know very little about how to do this among LGBTQ people and their allies. This study examined 18 transcripts of talk from a literature discussion group of 32 adolescents and adults, including the authors, using 24 texts over 3 years in an LGBTQ youth center. The goal was to identify the nature of the talk and the ways it was liberatory and/or oppressive. Findings suggest a complex, reciprocal process among texts, talk, and context in which no discourse is monolithically liberatory or oppressive.

Brooks, W., & Browne, S. (2012). Towards a Culturally Situated Reader Response Theory. *Children's Literature in Education, 43*(1), 74-85. doi:10.1007/s10583-011-9154-z.
This article describes a theory of how culture enables literary interpretations of texts. The authors provide a brief overview of the reader response field and provide illustrative participant data examples. These data examples illustrate the four cultural positions middle grade students in our research assumed when responding to salient textual features embedded in African American children's novels. Their theory suggests that because a range of cultural positions factors into students' meaning making, we should mine texts more carefully for cultural milieu as well as find acceptance with a broader range of literary interpretations.

Cox, H. (2010). Boy Story. *School Library Journal, 56*(9), 26-29.
The article describes the author's experience as a librarian who successfully attracted the interest of male middle school students. The author presents several things that school librarians can do help boys become interested in using the library, including creating a comfortable yet scholarly environment, emphasizing books boys are likely to enjoy, hosting activities such as reading contests and chess games, and treating boys with respect and having a positive attitude towards their presence.

Gavigan, K. (2011). More Powerful than a Locomotive: Using Graphic Novels to Motivate Struggling Male Adolescent Readers. *The Journal of Research on Libraries and Young Adults, 1*(3)
Although the popularity of graphic novels is growing by leaps and bounds, there is little empirical research documenting their use with struggling male adolescent readers. The purpose of this article was to present the results of a study that examined the ways in which four struggling eighth-grade male readers responded to graphic novels during a graphic novel book club. Findings from the study support the use of graphic novels with struggling male adolescent readers. Furthermore, the participants' responses to graphic novels indicated that reading graphic novels improved their reading engagement and had a positive effect on their reading motivation.

Goldsmith, A.Y., Gross, M., & Carruth, D. (2012). The Cover Story: What the Book Jacket of Adele Minchin's Young Adult Novel, The Beat Goes On, Communicates about HIV/AIDS. *The Journal of Research on Libraries and Young Adults 2*(2)

Teens can learn about social as well as medical ramifications of HIV/AIDS on their lives by reading young adult novels featuring a character who is HIV positive, but it is not always evident from its book jacket that a book discusses HIV/AIDS. This US-based study investigates how the jacket reflects the HIV/AIDS content of a novel in which the disease is central to the plot, and what picture of HIV/AIDS the jacket presents. Compositional analysis and semiotics are applied to the US cover of Adele Minchin's 2004 young adult novel, *The Beat Goes On*, first published in the UK. The analysis concludes that the jacket presents the narrative accurately overall. However, the front and back of the jacket do not reveal the subject matter; one must first open the book to the inside flaps to discover manifest HIV/AIDS content. The jacket images signify intimacy, vulnerability, and danger, but also hope through education and activism. Gaining insight into the information teens get from jackets as an entrée to the novels themselves is important because though many teens may not see themselves as personally at risk, HIV/AIDS continues to be a major public health problem in the US.

Heath, S. (2012). 'So What's It About? Your Book, I Mean?'. *Journal Of Adolescent & Adult Literacy, 56*(4), 266-270. doi:10.1002/JAAL.00137.
The author reflects on her work as an anthropologist who studies the ways in which children and adolescents communicate, in response to the publication of her book "Words at Work and Play: Three Decades in Family and Community Life." Topics include the role of technology in the changing linguistic patterns of adolescents and children, the reading practices of adolescents, as well the ways adolescents have developed in their communication into young adult.

Hilbun, J. (2011). Using Social Networking to Connect Teens with Young Adult Literature. *Public Libraries*, 50(2), 42-49.
Connecting teens to literature, one of the many jobs of a youth services librarian, means meeting teens where they are -- and they are online. Using social networking Web 2.0 technologies enables librarians to offer teens the services they want and need in an online environment, thus enhancing traditional teen services.

Hughes, J., & King, A. (2010). Dual Pathways to Expression and Understanding: Canadian Coming-of-Age Graphic Novels. *Children's Literature in Education, 41*(1), 64-84. doi:10.1007/s10583-009-9098-8.
In this article, the authors examine three Canadian coming-of-age stories, written as graphic novels, and pay particular attention to how the images and print text come together in the telling of the narrative. This approach reinforces the notion that form and content cannot be separated in this medium. Drawing on examples from each of the graphic novels and the interviews with the graphic novelists who wrote them, the article explores the complexity of the coming-of-age theme in each graphic novel, as well as how print text and image converge to make meaning.

Kokkola, L. (2011). Virtuous Vampires and Voluptuous Vamps: Romance Conventions Reconsidered in Stephenie Meyer's 'Twilight' Series. *Children's Literature In Education, 42*(2), 165-179. doi:10.1007/s10583-010-9125-9.

It is presumed that readers of Stephenie Meyer's 'Twilight' enjoy the sexual tension between Bella and Edward; a tension that remains unresolved until the couple are married. This very traditional solution to the couple's carnal desires is just one of many ways in which the novels adhere to the conventions of romance writing for young people. Readers know what to expect and their expectations are satisfied. Fans, however, claim that Meyer's books offer them something that other texts do not. By comparing the 'Twilight' series with the conventions for adult romances, teen romances and children's literature more generally, I demonstrate that Meyer is combining conventions from related, but slightly different, genres. The result valorises certain beliefs which run counter to both those promoted by conservative Christian activists and those endorsed by the liberal, feminist left.

Lamb, A., & Johnson, L. (2010). Divergent Convergence Part 1: Cross-Genre, Multi-platform, Transmedia Experiences in School Libraries. *Teacher Librarian, 37*(5), 76-81.

Lamb, A., & Johnson, L. (2010). Divergent Convergence Part 2: Teaching and Learning in a Transmedia World. *Teacher Librarian, 38*(1), 64-69.
This two-part article explores the connection between literature and multi-media formats including video games, Web sites, online social networking, and video. A discussion of divergent and convergent thinking is presented and related to the changing reading habits of teenagers and young adults. The article examines the reading process of young people, focusing on their use of various tools including electronic book (e-book) readers, mobile phones, computers, and networked video game systems. The popularity of cross genre and hybrid works is discussed and the availability of material on a variety of platforms related to specific books, series, and virtual worlds is explored.

Low, D. (2012). 'Spaces Invested with Content': Crossing the 'Gaps' in Comics with Readers in Schools. *Children's Literature In Education*, *43*(4), 368-385. doi:10.1007/s10583-012-9172-5
In recent years, reading scholars have increasingly attended to children's responses to picturebook page breaks, reasoning that the inferences young readers make during the turning of the page are central to understanding how children construct continuous narratives in semiotically rich texts. In this paper the author argues that comics (including comic books and graphic novels) offer similar gap-filling affordances as picturebooks, but for older children and adolescent readers. A major site of meaning-making in comics is the 'gutter' between panels. Since the comics medium is popular with many students and has received increased attention from teachers, researchers, and curriculum developers during the multimodal and multiliterate turns of the past decades, the author argues that it is vital for educators not only to use comics in their classrooms, but to focus explicitly on gutters in order to exercise the medium's full potential.

McCoy, K. (2012). What Teens Are Really Reading. *School Library Journal, 58*(1), 32-34.

In this article the author presents the results of an informal survey she conducted of the most popular young adult fiction in the U.S. According to the article, the author gathered information from electronic discussion groups frequented by school and public librarians in an effort to inform librarians on books they should incorporate into their collections.

McKinley, C. (2011) Beyond Forever The Next Generation of Young Women Protagonists' Sexual Motivations in Contemporary Young Adult Novels. *Young Adult Library Services, 9***(4), 38-46.**
The article focuses on the sexual motivations of young female protagonists in young adult novels. The article provides statistics about teenagers' sexual activity from the U.S. Center of Disease Control and Prevention. Comments from researchers Amy Pattee and Michael Cart regarding the role of portrayals of sexual behavior in young adult literature as sex education are also included. The article analyzes the sexual motivation of the female protagonists in several young adult books, including "Dreamland," by Sarah Dessen, "Anatomy of a Boyfriend," by Daria Snadowsky, and "A Room on Lorelei Street'" by Mary Pearson. Mutual themes of self-esteem in teenage girls and reinforcement and creation of self-esteem are presented.

Meminger, N. (2011). Getting Diverse Books Into the Hands of Teen Readers: How Do We Do It?. *Young Adult Library Services, 9***(3), 10-13.**
The article presents the author's reflections on how to better promote and distribute young adult literature which feature social diversity in its characters and plots. Discussion is given describing the challenges of facing librarians in promoting books in a way which actually interests teen readers rather than sounding overly controlling. Comments are also given discussing the importance which literature has in teenagers' lives, particularly in dealing with the emotional challenges of their age. Various suggestions are then given for better connecting with teen library patrons for this purpose.

Meyer, N. (2011). Selecting Diverse Resources of Native American Perspective for the Curriculum Center: Children's Literature, Leveled Readers, and Social Studies Curriculum. *Education Libraries, 34***(1), 23-32.**
This paper is based on the author's empirical experience in assisting cultural immersion programs through developing multicultural collections, promoting diversity resources, and creating a supportive information environment for faculty and students. After summarizing the significance, goals, learning objectives, and program models of cultural immersion, this paper discusses the principles of selecting multicultural materials, cultural immersion information, and practical tips on designing and maintaining web-based sources. This paper also addresses the issues of developing an effective mechanism to build collaboration between librarians and faculty members with respect to cultural immersion curricula and to create an open information environment for disseminating multicultural resources for experiential learning courses. Reprinted by permission of the publisher.

Moyer, J.E. (2010). "Teens Today Don't Read Books Anymore": A Study of Differences in Interest and Comprehension Based on Reading Modalities: Part 1, Introduction and Methodology. *The Journal of Research on Libraries and Young Adults, 1*(1)

Today's teens may be reading just as much as teens in the past, but their methods and formats of reading are so different from the older generations that true levels of adolescent literacy leisure activities are not being captured. One way to address these questions and gain deeper understanding of new ways of reading is to study readers' preferred formats for reading. By knowing more about reading format choices and comprehension, self-reports of reading habits will increase validity and the questions can be tailored to reflect new developments in reading generations.

Much More than Annie on Her Mind. (2011). *Teacher Librarian, 39*(1), 50-54.

An interview with the author Nancy Garden is presented. Particular focus is given to her young adult literature that deals with LGBT (lesbian, gay, bisexual and transgender) characters, including the novel "Annie on My Mind." Topics discussed include books she read as a teenager and her insights on the experiences of teens and young adults.

Ostenson, J., & Wadham, R. (2012). Young Adult Literature and the Common Core: A surprisingly good fit. *American Secondary Education, 41*(1), 4-13.

Advocates have long argued that an increased role for young adult literature in the classroom would help students' reading development. At first glance, the widely adopted Common Core State Standards might seem in opposition to an increased role for such literature. A closer examination of the common core documents suggests, however, that young adult literature could actually be a strong fit with these new standards. This article examines the Common Core's rationale for text selection and demonstrates how young adult literature, as an alternative or complement to the classics, can meet the expectations of the Common Core and provide meaningful literary experiences for students.

Park, J. (2012). Re-imaging Reader-Response in Middle and Secondary Schools: Early Adolescent Girls' Critical and Communal Reader Responses to the Young Adult Novel Speak. *Children's Literature In Education, 43*(3), 191-212. doi:10.1007/s10583-012-9164-5.

Reader-response has become one of the most influential literary theories to inform the pedagogies of middle and secondary English classrooms. However, many English and literacy educators have begun to advocate for more critical and culturally responsive versions of reader-response pedagogies, arguing that teachers move beyond valuing students' personal responses to literature. This article, based on a yearlong qualitative study that explored how urban middle school girls participated in an after-school book club, presents a conceptualization of reading as critical and communal practice; and shows how early adolescent girls engaged with the young adult novel Speak and with one another. The adolescent girls, through reading

communally, gained deeper understanding of the written text, and also encountered different ways of looking at themselves and others.

Parkhurst, H. B. (2012). The Case Of The Missing Male Reader: Implications of Genderlect and the Reality Principle. *American Secondary Education, 41*(1), 14-30.

Despite the increasing relationship between literacy and economic opportunities, the time young adult males spend reading has fallen during the last 20 years, with a corresponding decline in their reading levels. One important factor influencing the appeal of reading material to males is whether it is "real"--whether males see themselves and their concerns in the text. Language, an important constituent of gender, must be part of making text "real" for adolescent males. The author examined nearly 200 fiction works written for young adult males and concluded that few are written in a male "genderlect," the language that males use. The article identifies several works that do use such language. An appendix contains an extensive list of works that meet other criteria that attract adolescent male readers.

Parks, A. F. (2012). Opening the Gate. *Young Adult Library Services, 10*(4), 22-27.

The author discusses booktalk programs in libraries to expose teenagers to LGBTQ young adult books. He argues that LGBTQ literature can help teens deal with bullying and overcome homophobia, and he suggests that librarians should encourage teens to read controversial literature that interests them. Lists of awards and websites about LGBTQ literature are presented, as well as sample book discussions

Reeve, P. (2011). The Worst Is Yet to Come. *School Library Journal, 57*(8), 34-36.

The article presents the author's reflections on the young adult dystopian fiction genre. The appeal of post-apocalyptic storylines for teenagers is explored, citing the themes which resonate with adolescent desires for identity, self-reliance, and rebellion against adult authority figures. Criticism is also given to the genre, noting the lack of a positive counterbalance within the young adult oeuvre.

Rothbauer, P.M. (2011). Rural Teens on the Role of Reading in Their Lives. *The Journal of Research on Libraries and Young Adults, 1*(2).

This paper reports the findings of a qualitative inquiry into the reading habits and library practices of older teenagers living in a rural municipality in southwestern Ontario, Canada. The researcher interviewed twenty-seven young adults between the ages of fifteen and nineteen years about their reading practices and preferences. Participants included teenagers who identified as avid, moderate, or light readers, or as nonreaders. Responses to the specific statement, "Using your own words, describe for me the role of reading in your life," were used as evidence in this paper to make case for the significance of reading in young people's everyday lives. Four major themes related to the experiences of reading emerged in this analysis: autonomy and independence, habit and comfort, experience, and knowledge. The

paper concludes with a discussion of possible implications for library services to rural and small-town youth. This work makes a contribution to the understudied fields of rural librarianship and studies of reading among rural youth.

Schechter, A., & Denmon, J. M. (2012). How do I earn buy-in from digital natives? *Voices from the Middle, 19***(4), 22-27.**
If teachers embrace social networking as a teaching tool, students are more likely to participate in a variety of technology-rich activities targeted at increasing reading motivation and achievement, while at the same time promoting valuable critical thinking skills and interaction with literature.

Shen, L. (2011). The Role of Multicultural Information in Experiential Learning. Education Libraries, 34(1), 15-22.
This paper is based on the author's empirical experience in assisting cultural immersion programs through developing multicultural collections, promoting diversity resources, and creating a supportive information environment for faculty and students. After summarizing the significance, goals, learning objectives, and program models of cultural immersion, this paper discusses the principles of selecting multicultural materials, cultural immersion information, and practical tips on designing and maintaining web-based sources. This paper also addresses the issues of developing an effective mechanism to build collaboration between librarians and faculty members with respect to cultural immersion curricula and to create an open information environment for disseminating multicultural resources for experiential learning courses.

Wopperer, E. (2011). Inclusive Literature in the Library and the Classroom. *Knowledge Quest, 39***(3), 26-34.**
The article reports on the importance of children's and young adult books that depicts characters with disabilities. Literature that portray characters with disabilities can help young adults and children develop the habit to read for pleasure regarding characters like themselves. The literature can also help young adults and children with disabilities in developing sense of purpose and self-esteem.

Priority Area 3: Information Seeking Behaviors and Needs of Young Adults

Agosto, D.E. (2011). Young adults' information behavior: What we know so far and where we need to go from here. *Journal of Research on Libraries and Young Adults 2.* **Retrieved from http://www.yalsa.ala.org/jrlya/2011/11/young-adults%E2%80%99-information-behavior-what-we-know-so-far-and-where-we-need-to-go-from-here/**
Agosto presents an overview of the studies relating to young adults' information behaviors and practices, and poses questions for advancing the research.

Agosto, D. E., & Hughes-Hassell, S. (2010). *Urban Teens in the Library: Research and Practice***. Chicago: American Library Association.**

The authors present research exploring the habits and needs of urban teens, case studies of successful library service, discuss the importance of street lit and social networking, and share strategies for encouraging their use of libraries and books.

Asher, A., Duke, L. & Green, D. (2010). The ERIAL Project: Ethnographic research in Illinois academic libraries. *Academic Commons*. Retrieved from http://www.academiccommons.org/commons/essay/erial-project.
The researchers sought to answer the question, *"what do students actually do when they are assigned a research project for a class assignment and what are the expectations of students, faculty and librarians of each other with regard to these assignments?"* Using ethnographic methods, they found that students with training on the library's interfaces, did not struggle with the tools or the technology. Nevertheless, they observed "widespread and endemic gaps in students' understanding of the basic concepts of academic research, including their inability to understand citations, limited understanding of organized information systems, no organized search strategies, and poor abilities to locate and evaluate sources.

Ashley, S., Lyden, G., & Fasbinder, D. (2012). Exploring message meaning: A qualitative media literacy study of college freshmen. *Journal of Media Literacy Education*, *4*(3). Retrieved from http://jmle.org/index.php/JMLE/article/view/244
A study of first year college students, who viewed three types of video messages-- an advertisement, a public relations message and a news report—revealed limited understanding of nuance in message purpose or sender. Students had difficulty distinguishing among media formats. The authors point to the need for instruction in critical media literacies, "addressing distinctions between media formats, with emphasis on analysis of message intent and point of view."

Beheshti, J. (2012). Teens, virtual environments and information literacy. *Bulletin of the American Society for Information Science & Technology*, *38*(3), 54–57. Retrieved from http://doi.wiley.com/10.1002/bult.2012.1720380313
While today's teens are tech savvy, they need instruction to navigate through the stages of Kuhlthau's ISP. Game-style virtual environments (VEs) may provide an engaging and empowering alternative for building competence in information seeking and knowledge building. The author describes a virtual reality library, collaboratively designed by an intergenerational team, based on the metaphor of a physical library and suggests the addition of a librarian avatar to provide intervention and support through the information-seeking process.

Bell, S. (2011). They need to know us and we need to know them: Preparing today's students for tomorrow's reference. *Reference Librarian, 52*(4) 320-328.
Bell identifies three strategies reference departments can employ to improve student awareness of services, and discusses how reference librarians might improve their understanding of the student population.

Bowler, L. (2010). The self-regulation of curiosity and interest during the information search process of adolescent students. *Journal of the American

Society for Information Science & Technology, *61*(7), 1332–1344. **Retrieved from http://onlinelibrary.wiley.com/doi/10.1002/asi.21334/full**
A qualitative study designed to explore the thinking and emotions of 10 teens during the information search process found that the young people's curiosity and interest were tied to feelings of pleasure and pain. Bowler suggests that metacognitively-aware information seekers can use self-regulation as a strategy to control and channel curiosity in order to construct a coherent knowledge product within the boundaries and deadlines set by an imposed project.

Bowler, L. (2010) A taxonomy of adolescent metacognitive knowledge during the information search process. *Library & Information Science Research 32*: **27–42.**
Bowler reports on a case study of 10 adolescents searching for and using information for school-based inquiry and identifies13 attributes of metacognitive knowledge related to the information search process--*balancing, building a base, changing course, communicating, connecting, knowing that you don't know, knowing your strengths and weaknesses, parallel thinking, pulling back and reflecting, scaffolding, understanding curiosity, understanding memory, understanding time and effort.*

Bowler, L. (2011). Into the land of adolescent metacognitive knowledge during the information search process: A metacognitive ethnography. In Amanda Spink, Jannica Heinström (ed.) *New Directions in Information Behaviour* **(***Library and Information Science***, Volume 1), Emerald Group Publishing Limited, pp.93-125.**
Framed by Flavel's model of metacognition (1977) and Kuhlthau's information search process (ISP) model, this chapter explores the "deepest layers of thinking during the information search" and presents results of an ethnographic study of 10 adolescents, in a variety of settings –– home, school, public libraries –– as researched for a school project. The findings share gaps and strengths relating to adolescent metacognitive knowledge.

Bowler, L. (2010). "Talk as a metacognitive strategy during the information search process of adolescents" *Information Research, 15*(4): **paper 449. Retrieved from http://InformationR.net/ir/15-4/paper449.html**
The study, framed by Kuhlthau's Information Search Process model and the construct of metacognition, found that talk was used as a clarifying metacognitive strategy and that talk strategy was more likely occur face-to-face with family and friends than with teachers and librarians or social media. The author concludes there is a "strong social component attached to metacognitive knowledge during the information search process. Face-to-face social processes during information seeking are an important consideration in the design of library and information systems and services for young people."

boyd, d. & Marwick, A.E. (2011). Social privacy in networked publics: Teens' attitudes, practices, and strategies. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1925128
This paper examines how teens understand privacy in highly public networked environments like Facebook and Twitter, discusses the implications of their practices and

strategies, and social norms as a regulatory force.

Bush, G. (2012). The transliterate learner. *School Library Monthly, 29*(1),5-7.
Bush offers background, defines the transliterate learner, and connects transliteracy to the Common Core State Standards.

Bussert, L. (2011). Millennial students' online search strategies are associated with their mental models of search." *Evidence Based Library and Information Practice, 6*(3), 77-81. **Retrieved from** **http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/10416.**
A mixed-method study of University of Baltimore undergrads concluded that students "did not have strong conceptual models of the search process or how search queries impacted results, and were often unable to recognize or troubleshoot problems with searches in order to improve results." Though students who displayed stronger mental models used more complex search strategies, their searches also demonstrated serious deficiencies. Bussert recommends schools focus on teaching problem solving and critical thinking skills and that database developers consider students' conceptualizations of search.

Chow, A. S. (2012). Youth as design partners: Age-appropriate websites for middle and high school students. *Journal of Educational Technology & Society*, *15*(4), 89–103.
This mixed-method study explores best practices in designing age-appropriate websites for middle and high school youth. Chow recommends use of a youth website design checklist for middle and high school-age students and the need for designers to collaborate with youth and "shift from adult to youth oriented paradigms when designing digital environments."

Connoway, L.S., Dickey, T.J. & Radford, M.L. (2011). "If it is too inconvenient I'm not going after it:" Convenience as a critical factor in information-seeking behaviors. *Library & Information Science Research, 33*(3), 179-190.
Using data from two IMLS-funded, multi-year user study projects, the authors discuss the role of convenience as a situational criterion in choices and actions during all phases of the information-seeking process, especially among younger subjects.
Crump, M.J. & Freund, L.S. (2012). *Meeting the Needs of Student Users in Academic Libraries: Reaching Across the Great Divide*. Cambridge: Chandos.
The authors analyzed academic library use and user satisfaction, as well as current anthropological studies to provide a lens on the student's approach to research.
Davies, C. & Eynon, R. (2013). *Teenagers and Technology*. London: Routledge.
A large-scale study, funded by the British Educational Communications and Technology Agency, found no evidence to support media claims regarding the adverse impact of technology on young people. The report argues that the Internet presents young people with opportunities to learn at home and that students without access are at a disadvantage.

Dresang, E.T. & Koh, K. (2009). Radical Change theory, Youth information behavior, and school libraries. *Library Trends*, *58*(1), 26–50.

Dresang's Radical Change theory, based on the digital age principles of interactivity, connectivity, and access--originally developed to describe shifts in digital age books for youth, is expanded here to address "how digital age youth think and seek information; perceive themselves and others; and access information and seek community." Dresang and Koh present evidence from the research on youth information behavior and propose a research agenda applying Radical Change theory to the school library setting to "assist in determining what implications the new information behaviors and resources have for libraries, schools, and other information environments and how information professionals can better help youth become skilled twenty-first-century information seekers."

Duke, L.M. & Asher, A.D. (2012). *College Libraries and Student Culture: What We Know.* **Chicago: ALA Editions.**
The researchers summarize the history and methodology of the ERIAL study and discuss their findings relating to website design, instruction for faculty, meeting the needs of commuter and minority studetns and suggest library user-centered service reforms.

Flanagin, A.J. & Metzger, M.J. (2010). Kids and Credibility: An Empirical Examination of Youth, Digital Media Use, and Information Credibility. Cambridge, MA: MIT Press. Retrieved from http://mitpress.mit.edu/books/kids-and-credibility
This downloadable book presents a comprehensive look at the way young people use the web for information and of their assumptions relating to credibility judgment.

Ford, N. (2012). *Introduction to Information Behaviour.* London: Facet.
Drawing on international research, practice and theory, this textbook explores information behaviour, users and information literacy.

Foss, E., Druin, A., Yip, J., Ford, W., Golub, E., & Hutchinson, H. (2013). Adolescent search roles. *Journal of the American Society for Information Science and Technology*, *64*(1),173-189. **Retrieved from http://doi.wiley.com/10.1002/asi.22809**
After observing 38 adolescent Web searchers, the researchers present "the search trends adolescents display and develop a framework of search roles that these trends help define."

Garcia, A. Inform, perform, transform: Modeling in-school youth participatory action research through gameplay. *Knowledge Quest, 41*(1), 46-50.
The author describes use of an alternate reality game in a ninth grade urban classroom with the goal of fostering elements of youth participatory action research. He reports on the benefits involving sustained engagement and the "sharing of youth indigenous knowledge."

Ghaddar, S. F., Valerio, M. A., Garcia, C. M., & Hansen, L. (2012). Adolescent health literacy: the importance of credible sources for online health information. *The Journal of School Health*, *82*(1), 28–36. **Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/22142172**

The study explores health literacy among Hispanic adolescents and "whether exposure to a credible source of online health information, MedlinePlus, is associated with higher levels of health literacy."

Grimes, S., & Fields, D. (2012). *Kids Online: A new research agenda for understanding social networking forums*. **Retrieved from http://www.joanganzcooneycenter.org/reports-38.html**
This paper argues that these shifts in the social media landscape "demand a better understanding of the ways that social networking sites mediate kids' socializing and the opportunities and limits they place on kids' participation, particularly for young children."

Hamilton, B. (2012). PLAYful practices: Students at Creekview High School discuss participatory culture. *Knowledge Quest, 41*(1), 38-45.
Hamilton outlines the practices of participatory learning and includes student narratives of their experiences facilitated by the librarian and classroom teacher.

Hamilton, B. & Cox, E. (2012). Participatory culture in the school library. *Knowledge Quest, 41*(1), 6-7.
The authors present an introduction to this theme issue and to the value of participatory culture, given time for innovative, sustained practices integrating writing, reading, speaking and listening.

Harlan, M. A. (2012). Teen content creators: Experiences of using information to learn. *Library Trends*, **60(3), 569–587.**
The author interviewed teens who blog, edit and post video, and participate on sharing sites like DeviantArt and discussed with them how they accessed, gathered and used information to participate in social media communities.

Harris, F. J. (2010). *I Found it On the Internet: Coming of Age Online, 2nd Edition.* **Chicago: ALA Editions.**
Harris, a practicing high school teacher librarian, offers advice for helping young people make information/media decisions, strategies for developing information and communication policies and for dealing with issues relating to privacy, hacking, cheating, and inappropriate behavior online.

Head, A.J. (2012). *Learning Curve: How College Graduates Solve Information Problems Once They Join the Workplace*. **Retrieved from http://projectinfolit.org/publications/**
The qualitative study, based on interviews with 23 employers and focus groups with 33 recent college graduates found that most graduates found it difficult to solve information problems in the workplace. Employers expected students to graduate with more traditional research competencies.

Head, A. J., & Eisenberg, M. B. (2010). How today's college students use Wikipedia for course-related research. *First Monday*, **15(3). Retrieved from http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2830/2476**

The authors report on focus group and large-scale survey findings about how and why college students use Wikipedia for course–related research. Students use Wikipedia in combination with other information resources and turn to Wikipedia for its "coverage, currency, convenience, and comprehensibility, in a world where credibility is less of a given or an expectation from today's students."

Head, A. J., & Eisenberg, M. B. (2011). How college students use the Web to conduct everyday life research. *First Monday*, *16*(4). **Retrieved from http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/3484/2857**
Findings of a large-scale survey of students from 25 U.S. colleges, revealed students use a hybrid information-seeking strategy for meeting everyday information needs, "turning to search engines almost as much as they did to friends and family." The authors introduce a preliminary theory describing the relationship between evaluation practices and risk–associated searches.

Head, A.J. & and Eisenberg, M.B. (2009) How college students seek information in the *digital age.* *Project Information Literacy*. **Retrieved from http://projectinfolit.org/publications/**
A survey of 2,318 college students across six universities revealed that student researchers, "while curious in the beginning stages of research, employed a consistent and predictable research strategy for finding information, whether they were conducting course-related or everyday life research." Most students used library resources, especially scholarly databases for course-related research, but far fewer used resources that involved interacting with librarians. The authors suggest that students view research as a rote competency, rather than an opportunity to learn and expand their digital information strategies.

Hobbs, R.R. (2011). *Digital and Media Literacy: Connecting Culture and Classroom*. **Thousand Oaks, CA: Corwin.**
Hobbs, an expert in media literacy education, shares stories and strategies from secondary educators exploring how the use of popular culture, mass media, and digital technology can help learners develop critical thinking skills across the curriculum and how students can learn to be responsible and effective users of information.

Howard, V. (2010). Teacher-peer influences on young teen readers An emerging taxonomy. *Young Adult Library Services*, *8*(2), 34–41.
Howard explores the recreational reading and information-seeking habits of teenagers in Halifax, Nova Scotia, drawing connections relating to gender, the role of personal influence, differences between solitary and communal readers, and the importance of adult mentorship, particularly among male readers.

Ipri, T. (2010). Introducing transliteracy: What does it mean to academic libraries? *College & Research Libraries News*, *71*(10), 532–567. **Retrieved from http://crln.acrl.org/content/71/10/532.full**

The author defines and traces the history of the term transliteracy, and argues that academic librarians should monitor developments to understand its potential impact for assisting patrons with accessing, understanding, and producing information.

Ito, M.,Herr-Stephenson, B, Perkel, D., & Sims, C. (2009). Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media. Cambridge, MA: MIT Press.
The three-year ethnographic study of young people and new media, funded by the MacArthur Foundation, identifies a framework for understanding youth engagement. *Hanging Out* refers to both interacting in person and using digital tools to interact with others. *Messing Around* refers to digging deeper, tinkering and exploring areas of interest. *Geeking Out* refers to activities in which young people develop areas of expertise and meaningful roles in existing communities around shared interests.

Jacobs, G.E. (2012). Developing multimodal academic literacies among college freshman. *Journal of Media Literacy Education, 4*(3). Retrieved from http://namle.net/2012/11/16/developing-multimodal-academic-literacies-among-college-freshmen-jmle-43/
The author describes a semester-long freshman learning community in which both traditional and multimodal texts were used to support academic literacy skills. The student product, an expository video, *contained elements of academic literacies and the qualities of multimodal texts. The researcher noted the presence of play within the process and product. She argues "multimodal academic literacies should be taught alongside traditional essayist forms in order to create rich learning opportunities. "*

Jenkins, H. Clinton, K., Purushotma, R. Robinson,A.J. &Weigel, M. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century.* Cambridge, MA: MIT Press.
Teens are actively involved in *participatory cultures*—"a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices. A participatory culture is also one in which members believe their contributions matter, and feel some degree of social connection with one another." The research team advocates a "more systemic approach to media education in the United States. Everyone involved in preparing young people to go out into the world has contributions to make in helping students acquire the skills they need become full participants in our society."

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.
The researchers analyzed information-seeking habits and conducted interviews with students in three biology classes in a large urban high school. Students demonstrated a lack of skills, perhaps because of pressure on teachers to "teach to examinations" and information skill deficits among teachers themselves. The authors suggest schools assume greater responsibility for information literacy instruction. If young people are to

be fully engaged in 21st century life, IL instruction should not be left to the post-secondary environment.

Julien, H. (2010). Students' Information Needs and Behavior. In *Encyclopedia of Library and Information Sciences*, **Third Edition London: Taylor & Francis**
Students' information behavior is affected by their physical and cognitive developmental stage. Although students are expected to be experienced and confident in using online information and communication technologies, their skill levels commonly are insufficient. Library use mostly occurs virtually, for both on campus and distance students, and students strongly prefer information available online in full text. Significant opportunity exists to develop more sophisticated searching skills, as well as the ability to critically evaluate information. Information literacy instruction is key for skill development.

Kaiser Family Foundation. (2010). *Generation M2: Media in the Lives of 8- to 18-Year-Olds.* **Retrieved http:// www.kff.org/entmedia/8010.cfm**
This third in a series of large-scale surveys by the Foundation, describes young people's media use.

Kuhlthau, C.C., Maniotes, L.K. & Caspari,A.K. (2012). *Guided Inquiry Design: a Framework for Inquiry in Your School*. **Santa Barbara, CA: Libraries Unlimited.**
With examples drawn from practical experience, *Guided Inquiry Design Framework* offers a phase-by-phase approach to building school-wide inquiry program.

Latham, D., & Gross, M. (2011). Enhancing Skills, Effecting Change: Evaluating an Intervention for Students with Below-Proficient Information Literacy Skills. *Canadian Journal for Information and Library Science*, **35(4), p367–383.**
The researchers report on an intervention developed for first-year community college students with below-proficient information literacy skills. Results suggest that "students learned at least one skill from the intervention. The results are mixed as to whether they gained a greater understanding of information literacy as a skill set and whether they recalibrated their perceptions of their own information literacy skill levels."

Lim, S., & Simon, C. (2011). Credibility judgment and verification behavior of college students concerning Wikipedia. *First Monday*, **16(4). Retrieved from firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3263/2860**
An experiment and survey of a large public university in the Midwest revealed that students made use of peripheral cues when making credibility judgments. "Those who did not verify information displayed a higher level of satisficing than those who did." Peer endorsement may play a more important role than formal authority for user-generated content.

Luo, L., & Weak, E. (2012). Text reference service: Teens' perception and use. *Library & Information Science Research*. **Retrieved from http://dx.doi.org/10.1016/j.lisr.2012.03.002**

Focus group research revealed that teen library users demonstrated a mixed attitude regards text reference service and that they would use it primarily for imposed queries. The authors present strategies for increasing awareness, motivating use and meeting expectations.

Meyers, E. M., Fisher, K. E., & Marcoux, E. (2009). Making sense of an information world: The everyday- life information behavior of preteens. *Library Quarterly*, *79*(3), 301–341. Retrieved from http://www.mendeley.com/research/making-sense-information-world-everyday-life-information-behavior-preteens/
The study examines the situations for which tweens seek everyday information; the sources they use and why; social settings that foster information-sharing, and what factors promote or hinder information-seeking. The researchers present a professional service framework containing five descriptive principles for mediating everyday-life information-seeking and information use by tweens.

Miller, C., & Bartlett, J. (2012). Digital fluency: Towards young people's critical use of the Internet. *Journal of Information Literacy*, *6*(2), 35–55. Retrieved from http://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/PRA-V6-I2-2012-3
The authors present research on how young people assess credibility, arguing that many are not careful, discerning users of the Internet. Students have trouble locating information and tend to trust their first results. The article suggests that digital fluency " a tripartite concept constituting critical thinking, net savviness and diversity," be embedded "at the heart of learning, in order to create a pedagogical framework fit for the information consumption habits of the digital age."

Nicholas, D., Rowlands, I., Clark, D., & Williams, P. (2011). Google Generation II: Web behaviour experiments with the BBC. *Aslib Proceedings*, *63*(1), 28–45. Retrieved from http://navigator-mansfield.passhe.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=503009031&site=ehost-live&scope=site
The paper reports on a "televised practical experiment and a remote web global test incorporating search, working memory and multi-tasking experiments." Researchers found that the current generation of young people are "by their own admission," less confident about their ability to search, that their search statements relied on cut and paste, that they have poorer working memories, and are less competent at multi-tasking.

Plemmons, A. (2012). Opening the space: Making the school library as site of participatory culture. *Knowledge Quest, 41*(1), 8-14.
Plemmons, a practicing school librarian discusses Jenkins' model of participatory culture—with its low barriers to artistic expression and focus on encouraging young people as creators of content—as it relates to his media center budget, collaborative projects, and opportunities for students to showcase their work and take on leadership roles.

Purcell, K., Rainie, L., Heaps, A., Buchanan, J., Friedrich, L., Jacklin, A., Chen, C., et al. (2012). *How Teens Do Research in the Digital World.* Pew Internet & American Life Project. Retrieved from http://pewinternet.org/Reports/2012/Student-Research

This Pew Research Center's Internet & American Life Project survey of Advanced Placement and National Writing Project teachers, suggests that though students have a vast array of information available to them and that the availability of technology has a largely positive impact, students' digital literacy skills have yet to catch up. The majority of teachers reported that these advanced-level students are easily distracted, have short attention spans and that digital technologies "do more to distract students than to help them academically." Teachers agreed that students have trouble assessing credibility.

Rainie, L., Zickur, K. & Duggan, M. (2012). *Mobile Connections to Libraries*. **Pew Internet & American Life Project. Retrieved from** http://libraries.pewinternet.org/2012/12/31/mobile-connections-to-libraries/
The national Pew survey looked at both library website use and library mobile app use among Americans age 16+. Among the findings: 25% visited a library website in the past year and that 13% visited library websites or otherwise accessed library services by mobile device. Those most likely to connect with libraries online include parents of minor children, women, and those with at least some college education.

Rheingold, H. (2012). Stewards of digital literacy. *Knowledge Quest, 41*(1), 52-55.
Rheingold describes the personal and social importance of skills of critical information consumption, infotention (managed media attention), ethical collaborative research and networked co-production of knowledge, digital citizenship, network know-how are magnified multifold by digital media and networked publics.

Rheingold, H. (2012). *Net Smart: How to Thrive Online*. **Cambridge, MA: The MIT Press.**
Social networking, cyberculture guru, Rheingold shares strategies for the mindful use of social media, by outlining five fundamental digital literacies: attention, participation, collaboration, *crap detection* (critical consumption of information), and network smarts. Rheingold argues "the emerging digital divide is between those who know how to use social media for individual advantage and collective action, and those who do not," and that education needs to move swiftly to address the proliferation of new digital literacies and match the pace of digital change.

Shenton, A. K., & Hay-Gibson, N. V. (2011). Modelling the information-seeking behaviour of children and young people: Inspiration from beyond LIS. *Aslib Proceedings*, *63* (1), 57–75. **Retrieved from** http://www.emeraldinsight.com/10.1108/00012531111103786
The paper presents a new iterative model of youth information seeking, associated with systems thinking. The framework emphasizes the problems and issues that "prevent information seeking from proceeding smoothly" and the importance of the role of the information professional as educator.

Shenton, A. K., & Fitzgibbons, M. (2010). Making information literacy relevant. *Library Review*, *59*(3), 165–174. **Retrieved from** http://www.emeraldinsight.com/journals.htm?issn=0024-2535&volume=59&issue=3&articleid=1846928&show=html

Based on an extensive review of literature, the paper argues against a one-size-fits-all, isolated approach to information literacy instruction and considers and suggests models for making the process more relevant to learners.

Tripp, L. (2011). Digital youth, libraries, and new media literacy. *Reference Librarian*, *52*(4), 329–341.**
A recent study on digital youth presents implications and two important roles for libraries--providing dynamic contexts for learning with digital media and providing opportunities to learn and practice new media literacy skills. The paper discusses Chicago Public Library's YouMedia program.

Tsai, M.J., Hsu, C.-Y., & Tsai, C.-C. (2011). Investigation of high school students' online science information searching performance: The role of implicit and explicit strategies. *Journal of Science Education and Technology*, *21*(2), 246–254. Retrieved from http://www.springerlink.com/index/10.1007/s10956-011-9307-2**
The study of Grade 10 students in Taiwan showed that "participants who spent more time on detailed reading (explicit strategies) and had better skills of evaluating Web information (implicit strategies) tended to have superior searching performance."

Valenza, J.K. & Johnson, D. See Sally research: Evolving notions of information literacy. In *What School Leaders Need to Know About Digital Technologies and Social Media*, Scott McLeod and Chris Lehmann (Eds.) (pp. 123-135). San Francisco: Josey-Bass.
The authors present an "environmental scan" of student research scenarios as we follow Sally from pre-web strategies in 1989 to information seeking in highly networked information landscape and track shifts in the development of the question, finding resources, evaluation of credibility, organization and synthesis, documentation and communication, and assessment.

Young, J.S. & Daunic, R. (2012). Linking learning: Connecting traditional and media   literacies in 21st century learning. *Journal of Media Literacy Education*, 4(1): 70-81. Retrieved from http://jmle.org/index.php/JMLE/article/view/230/174**
Based on a year of qualitative research at two out-of-school media literacy programs, the authors outline links between traditional notions of literacy and how people read and write in the 21st century, arguing that media literacy supports traditional literacy skills measured by the CCSS.

Priority Area 4: Informal and Formal Learning Environments and Young Adults

Barniskis, S. C. (2012). Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens Part 1: Introduction & Literature Review. *Journal of Research on*

Libraries and Young Adults, *2*(3). Retrieved from
http://www.yalsa.ala.org/jrlya/2012/09/graffiti-poetry-dance-how-public-library-art-programs-affect-teens-part-1-introduction-literature-review/

Barniskis, S. C. (2012). Graffiti, Poetry, Dance: How Public Library Art Programs Affect Teens Part 2: The Research Study and Its Practical Implications. *The Journal of Research on Libraries and Young Adults*, *2*(3). Retrieved from http://www.yalsa.ala.org/jrlya/2012/09/graffiti-poetry-dance-how-public-library-art-programs-affect-teens-part-2-the-research-study-and-its-practical-implications/

This two-part article in YALSA's research journal describes a qualitative case study of arts-related programming in a public library setting in rural community. The researcher sought to investigate the question, "How can public library art programs affect civic engagement in teens?" Through surveys, focus groups, and individual interviews, the researcher (who served as the Youth Services Librarian at the time of the study) queried 14 young adults ages 12-18 about their experiences in arts programming at the library. Following the data collection and after an initial round of original coding by the researcher, six of the young adult participants worked to review and expand upon the coding of data. Seven themes emerged from the data in this grounded theory approach, and the researcher designed a theoretical model of art programs and teens. The findings showed that "programs can positively affect empathy, a sense of belonging, social networks and connections, creativity, a sense of being listened to and valued, and other cognitive and emotional shifts."

Beheshti, Jamshid. Virtual Environments for Children and Teens. In, Eichenberg, C. (2012). *Virtual Reality in Psychological, Medical and Pedagogical Applications*. New York: InTech. http://www.intechopen.com/books/virtual-reality-in-psychological-medical-and-pedagogical-applications/virtual-environments-for-children-and-teens

This book chapter examines the design of virtual environments for children and teens, with examples from education (such as Mediterranean Sea for studying ecology), health (such as virtual reality for body image conditions), information retrieval (such as Second Life for virtual reference questions), and discussion of design methodologies and user engagement. The author identifies a need for further development of virtual environment tools for children and teens, and emphasizes that children and teens must be included in the design process for building these tools.

Clark, C. T., Blackburn, M. V., & Newell, G. E. (2010). From Chasm to Conversation: Bridging Divides in Research on Adolescent Literacies. *Reading Research Quarterly*, *45*(1), 116–127.

Christenbury, L., & Bomer, R. (2011). *Handbook of Adolescent Literacy Research*. Guilford Press.

The Clark, Blackburn, and Newell essay, "From Chasm to Conversation" offers a review and reflection upon the field of adolescent literacy, as represented in the *Handbook of Adolescent Literacy Research*. Of particular interest to youth libraries and educators

seeking to learn about informal and formal learning of young adults may be Parts II and III of the *Handbook*, "Literacy in School," and "Literacy Out of School," respectively, particularly chapters on "Digital Literacies in the Classroom" by Joan A. Rhodes and Valerie J. Robnolt and "Literacy in Virtual Worlds," by Rebecca W. Black and Constance Steinkuehler, about young adults' writing of online fan fiction.

De Groot, J., & Branch, J. (2009). Solid Foundations: A Primer on the Crucial, Critical, and Key Roles of School and Public Libraries in Children's Development. *Library Trends*, *58*(1), 51–62.

This essay examines the factors of encouragement of reading, access to books, and time to read for pleasure in relation to children's development as readers and 21-st century learners. The authors review research related to school and public libraries as providers of services and resources for youth, explain why the institutions should build relationships, and suggest further topics for research.

Derr, L., & Rhodes, A. (2010). The Public Library as Ürban Youth Space: Redefining Public Libraries Through Services and Space for Young People for an Über Experience. *Australasian Public Libraries and Information Services (APLIS), 23*(3), 90–97.

This article applies social capital theory to explore how to engage and serve young adults in the public library, with cognizance of their developmental need for independence. The concept of social capital, the idea that individuals in a system work to sustain and influence each other, includes the young adults and staff in the library setting. For teens, there are three particular dimensions of social capital theory: social networks and sociability, trust and reciprocity, and sense of belonging/place attachment. Among the topics discussed are youth-friendly spaces, collections, staff-teen interactions, and programs that make the public library a destination, particularly for older teens.

Edwards, J. & Williams, P. (2011). Nowhere to Go and Nothing to Do: How Public Libraries Mitigate the Impacts of Parental Work and Urban Planning on Young People. *Australasian Public Libraries and Information Services (APLIS), 24*(4), 142–152.

This research reports on two related Australian studies, a study of adolescents' and adults' experiences with work, home, and community, integrated with case studies of two best-practices libraries. The researchers explored the disconnect between parents' work schedules, teens' free time, and the limited options for teens to access the library in order to take advantage of the library's technology, books, space, and social opportunities with peers and adults other than teachers and parents.

Ercegovac, Z. (2012). Letting Students Use Web 2.0 Tools to Hook One Another on Reading. *Knowledge Quest*, *40*(3), 36–39.

The author describes the "ReadReviewRecommend" program, utilized with middle school-age students in an urban secondary school in Los Angeles. In an initial participant pool, 84 students participated in a blog in which they shared their reading experiences and made suggestions to library staff as to formats and content for new purchases. From this pilot stage, the program expanded to incorporate the objectives of connecting reading

with writing, applying reading across all content areas, developing collections across different expressions, connecting text with readers, and develop new skills as creators, curators, and consumers.

Fenster-Sparber, J., Kennedy, A., Leon, C., & Schwartz, R. (2012). E-reading Across the Digital Divide. *Young Adult Library Services*, *10*(4), 38–41.

School libraries, particularly those serving youth who are incarcerated or in detention centers, have been found to be at the lagging edge of technology adoption, according to research cited by the authors. In this article, the library team at a New York City school serving incarcerated and detained youth reports on their experience obtaining and implementing e-readers, specifically iPads, in their school library setting in order to afford opportunities for their students to read and learn with e-readers. The authors describe professional training, logistics of implementation in the unique restrictions of their particular program, collection development, and process of designing and carrying out of a research study of the pilot program.

Garcia, A. (2012). Inform, Perform, Transform: Modeling In-School Youth Participatory Action Research through Gameplay. *Knowledge Quest*, *41*(1), 46–50.

This article describes a Youth Participatory Action Research (YPAR) project in a high school classroom in Los Angeles. Through a teacher-designed, seven-week game called Ask Anansi, students participated in role-play, research, and imaginative conversation as part of the process of discovering topics for critical inquiry related to their community. The author reflects on the potential limitations of participatory media and culture in structured, standardized test-focused climate of public school classrooms.

Gee, J. P. (2012). Digital Games and Libraries. *Knowledge Quest*, *41*(1), 60–64.

In this article, Gee explains the importance of access to digital media with supportive contexts for using, playing, and learning for students, particularly those who come from economically disadvantaged backgrounds. The author provides an overview of popular videogames that inspire social and learning activities outside of the games, and emphasizes the need for school librarians to provide mentorship and instruction in digital media skills to build children's literacy and higher order thinking skills.

Gershenfeld, A. (2011). Leveling Up from Player to Designer. *Knowledge Quest 40*(1). 54-59.

The founder of the E-Line Media game company discusses gaming as a way for young people to learn strategy, problem solving, teamwork, and subject matter. The company's Gamestar Mechanic program, a video game-building program, is described as a platform for students to learn 21-st century skills, STEM skills, and systems thinking. Suggestions are provided for librarians to support students' interests in gaming, game design, and game design competitions.

Houston, N. (2011). Building a Foundation for Teen Services. *Young Adult Library Services*, *9*(2), 6–9.

The importance of serving teens as part of the mission and task of the public library at large, and not just the concern of youth librarians, is examined in this article. The author identifies ways to make teen patrons feel welcome in the library space, including creating an understanding that all staff members serve teens, particularly if budgetary constraints have resulted in cuts or decreases in young adult librarians. Recommendations are provided for designing the library space, setting a reasonable code of conduct, and utilizing teen volunteers for service learning or as part of a teen advisory board.

Howard, V. (2011). What Do Young Teens Think About the Public Library? *Library Quarterly*, *81*(3), 321–344.

This article reports on a two-phase study using a quantitative survey and focus groups to investigate what teens ages 12-15 think of the public library. The survey results showed a relatively high level of satisfaction with the services and space provided for teens by the public library, but the focus groups revealed a more critical stance, particularly with regard to spaces for teens, teen inclusion, and teen participation. The findings of this study have both practical applications regarding consideration of teens' needs in the library, and also implications for research and the importance of multiple methods of data collection and analysis.

Hamilton, B. (2012). Playful Practices: Students at Creekview High School Discuss Participatory Learning. *Knowledge Quest*, *41*(1), 38–45.

This article describes a long-term collaboration between a school librarian and classroom teacher, in which the "artificial boundaries" between classroom and library as separate learning spaces (as described by the author) were eliminated. The librarian and teacher served as co-teachers and facilitators, placing emphasis on "play, distributed cognition, collective intelligence, and judgment" as critical skills to build, particularly during the early stages of the school year, when students learned to become more active drivers of their learning. Four students offered their perspective on their growth and engagement in participatory learning in written sections of the article.

Harlan, M. A., Bruce, C., & Lupton, M. (2012). Teen Content Creators: Experiences of Using Information to Learn. *Library Trends*, *60*(3), 569–587.

This study investigates information literacy theory, applied here as the ability to use information within contexts, through seven young adults' experiences with content creation in the forms of blogging, building a website, scanning visual art, making videos, participating in forums that created stories, and programming. Three practices were identified as key information practices: gathering information, thinking about the information, and creating. Semi-structured interviews and observations were analyzed using a grounded theory approach. The results are presented in the framework of the seven faces of informed learning: information awareness, sources, process, control, knowledge construction, knowledge extension, and wisdom.

Hartman, M. (2011). Out of School and In the Library Connecting With Resources in the Out of School Time (OST) Field. *Young Adult Library Services*, *9*(4), 10–12.

This article discusses OST, or out-of-school-time, the term replacing "afterschool" as the hours that young people spend out of the school environment. In the approximately 1900 hours of discretionary time that children have, communities are seeking opportunities for positive youth development, including library programming and use. The author cites the connection between informal learning and academic achievement, and offers suggestions for local advocacy and funding.

Howard, V. (2011). The importance of pleasure reading in the lives of young teens: Self-identification, self-construction and self-awareness. *Journal of Librarianship and Information Science*, *43*(1), 46–55.

This exploratory study offers insight into the learning that teens attain through pleasure reading, which the author suggests is a form of everyday life information seeking that supports development of self-identification, self-construction, and self-awareness. The method of data collection was focus group discussions with 12-15 year-olds, who were asked to describe the frequency of pleasure reading and why they read for pleasure. Among the categories of reasons for pleasure reading were related to literacy and thinking skills, clarifying vocational directions, understanding the world, social conscience and empathy, empowerment, cautionary tales and guidance, entertainment, relaxation, escape, imagination, and reassurance.

Joseph. M. (2010). An exquisite paradox: Making teens and young adults welcome in public libraries. *Australasian Public Libraries and Information Services (APLIS), 23*(3), 107–110.

This article describes the qualities of effective library interactions with young adults, which are sometimes frustrating or problematic for adults who may not have the skills or comfort to deal with young adults. The "library ninja," is offered as an image of a librarian or library staff member who has, among other qualities, the ability to remember things about the young adults, knowledge of youth culture, and an efficient manner about them. The article also explains a three-stage learning package designed to support library staff's interaction with young adults, with content related to rapport, library design, and dealing with youth alcohol or drug use.

Lam, W. S. E. (2009). Multiliteracies on instant messaging in negotiating local, translocal, and transnational affiliations: a case of an adolescent immigrant. *Reading Research Quarterly*, *44*(4), 377–396.

This case study describes how instant messaging (IM) supported an immigrant girl's process of acclimating to the United States and maintaining connections to friends in her native country of China. Over a period of about eight months, the researcher made visits to the girl's home for observations, interviews, and collection of screen captures of her IM correspondence. The researcher also observed selected school activities and the student's interactions with the local Chinese immigrant community. The analysis of these complex literacy learning activities suggest "new conceptual directions for understanding translocal forms of linguistic diversity mediated by digital technologies and an expanded view of the literate repertoire and cultural resources of migrant youth."

Losh, E., & Jenkins, H. (2012). Can Public Education Coexist with Participatory Culture? *Knowledge Quest*, *41*(1), 16–21.

This piece examines some of the challenges of integrating evolving, participatory, and web 2.0 technology in public school settings. The authors describe a disconnect between students' use of technology outside of school and in school and the difficulties faced by teachers in facilitating technology use in a filtered or blocked web environment. The authors propose policy- and philosophy-based approaches to meeting these challenges. The authors recommend mentorship from school librarians and trusted "infomediaries" as a way to guide students' smart and productive use of new media.

Moline, T. (2010). Video Games as Digital Learning Resources: Implications for Teacher-Librarians and For Researchers. *School Libraries Worldwide*, *16*(2), 1–15.

This qualitative research about informal learning studied eight adolescent gamers ages 12-18 playing recreational video games in their homes, in sessions over a six-month period. The researcher talked to the young people before, during, and after the game play, using data collection methods of Talk Alouds, Think Alouds, sideshadowing, and unstructured conversations. In analyzing the data, the author identified video game preferences, perceptions of learning, and thinking strategies of the participants, and describes gaming as an inquiry-based activity with implications for school-based inquiry. Among the recommendations are for librarians to sample popular video games to build context and connections for students' gaming skills, and then to support learning that allows for transfer of these skills through such appraoches as allowing for choices of learning tools and providing opportunities for students to use and build multiple literacies.

Park, S., Holloway, S., Arendtsz, A., Bempechat, J., & Li, J. (2012). What Makes Students Engaged in Learning? A Time-Use Study of Within- and Between-Individual Predictors of Emotional Engagement in Low-Performing High Schools. *Journal of Youth & Adolescence*, *41*(3), 390–401.

This empirical research study of engagement in learning was conducted over three years, with 94 ninth graders (at the start of the study) at two northern California schools with low state test scores. The researchers used Experience Sampling Method to collect data of students' perceptions of learning situations and emotional engagement in real-life settings. The research showed that students had substantial variation in emotional engagement according to the learning context, and the study suggests that "even low achieving students in under-resourced schools experience some circumstances in which they find that learning is engaging." The researchers emphasize the importance of designing learning activities that support students' psychological needs and encourage feelings of competence in learning.

Ryzin, M. (2011). Protective Factors at School: Reciprocal Effects among Adolescents' Perceptions of the School Environment, Engagement in Learning, and Hope. *Journal of Youth & Adolescence*, *40*(12), 1568–1580.

This "short-term longitudinal" study uses self-determination theory and hope theory to investigate the connections among students' perceptions, behavior, performance and

adjustment over time. Two major findings resulted from this study. First, the research confirmed that "students' perceptions of the school environment were linked to engagement in learning, which, in turn, was linked to change in hope and academic achievement over time." Secondly, the study demonstrated that students' levels of both engagement and hope in the first data collection period (spring of a school year) were linked in the second session the following year to perceptions of autonomy, teacher/peer support, and mastery/performance goal orientation. The conclusions of the study indicate the schools can provide protective factors which contribute to healthy adolescent development and school performance

Subramaniam, M. M., Ahn, J., Fleischmann, K. R., & Druin, A. (2012). Reimagining the Role of School Libraries in STEM Education: Creating Hybrid Spaces for Exploration. *Library Quarterly*, *82*(2), 161–182.

This article suggests the potential for school library media programs to serve as "hybrid" spaces to support STEM (science, technology, engineering, and math) learning, a topic which receives interest in discussions of education reform and 21-st century careers, but according to the authors, less discussion in school library literature. In this hybrid space, students would have access to technology and resources to support STEM exploration, as well as librarians who can help students build connections across in-school and out-of-school contexts. As "technology allies," librarians can help teachers and students use new media and participate in online communities.

Sullivan, M. (2011). Walls Can Talk…but Are They Speaking to Teens? *Teacher Librarian*, *39*(2), 13–15.

This article describes the YOUMedia teen space at the Chicago Public Library, which is designed to support the hanging out, messing around, and geeking out activities described by the Digital Youth Project. The space promotes diverse ways of interacting with books, media, games, and information, and provides tools, space, and inspiration for connecting with others and creating content. Flexible use of the space and mentors are highlighted as key components of effective implementation of the YOUMedia concept.

Thompson, S. B. (2013). Teaching Teens about Digital Literacy through Programming. *Public Libraries*, *52*(1), 27–28.

This interview features two public librarians working with teens, talking about digital literacy-related programming aligned with the ALA Digital Literacy Task Force's interpretation and strategies for building digital literacy skills with library patrons. The specific program highlighted in the article was a lock-in event with a QR-code scavenger hunt, which provides a practical application of the Digital Literacy Task Force's focus.