Taking Charge of Your Career: A Guide for Library and Information Professionals. By Joanna Ptolomey. Oxford, United Kingdom: Chandos, 2009. 250p. $85 (ISBN 978-1-843-34465-0).

Each of us has been in the job market at some point. This book provides a glimpse into some of the issues facing anyone planning a career—recent graduates just starting out as well as experienced librarians moving up, moving out, or moving on in their careers—and provides guidance on how to implement such a plan successfully. The primary issue, of course, is self-discovery—knowing oneself and knowing what one desires in a career.

The book is organized logically into three main parts—self-discovery, tools, and stages—followed by a fourth part, personal strategic planning, which might be more accurately described as a recap or summary. But the depth of coverage in each part is sometimes lacking. Using examples from her own career, this UK–based author first provides food for thought to encourage readers to think about their careers, their "personal constitution" and attitudes, and the library and information industry/landscape as a whole (27). The author then offers tips on personal professional development, time management, and change management. Particularly useful is the section that suggests using a project management process to manage one's career. This is one of the book's strengths.

One weakness is the breakdown of the various career stages. The author addresses employment gaps, starting out, moving on to leadership or management, and working as an independent information professional. This is obviously not a comprehensive list of career stages; they are simply the stages that mirror the author's own path.

Despite an abundance of supplemental materials (checklists, worksheets, questions to stimulate reflection, and further readings within each chapter), many of these resources are overly simplistic or limited, although useful as a starting point. An appendix (with templates for the various project management checklists) and a glossary of project management terms precede the very short index.

This book is rather simplistic and not comprehensive. But, for those who have never before contemplated or explored the concept of career planning, this book will provide an introductory overview based upon the experiences of the author.—*Tom Rink, Instruction Librarian, Northeastern University, Broken Arrow, Oklahoma*

Teaching Generation M: A Handbook for Librarians and Educators. Ed. by Vibiana Bowman Cvetkovic and Robert J. Lackie. New York: Neal-Schuman, 2009. 368p. $85 (ISBN 978-1-555-70667-8).

Teaching Generation M: A Handbook for Librarians and Educators is well worth reading. The book consists of nineteen chapters (essays) organized into three parts plus a preface, an introduction, and a conclusion. The first part contains five chapters that seek to find the identity of Generation M (Gen M). The seven chapters of the second part examine the ways that technology has become a fundamental part of the world that Gen M knows and how this differs from the world in which all previous generations were raised. Finally, the authors of the seven chapters of the third part consider pedagogical approaches to educating Gen M students. Although these three parts serve as the organizing principle of this book, a strict separation is not possible. Many chapters cover some material that could fit well into a different section of the book.

In her discussion of the identity of Gen M in part 1, Colleen S. Harris shows that the digital divide exists even among this age group; this is not an equally enabled, homogenous generation. Harris looks at data about race, gender, economic status, age, and differences in urban versus rural access to broadband Internet service to find factors that contribute to the divide. Although her data is aging, Harris found "the continued trend of low numbers of women, African Americans and Hispanics in information technology positions reflects the data on the digital divide. Until efforts are made to lessen the impact of the digital divide, these groups will continue to be not only underrepresented in the growing information technology sector, but also disenfranchised in multiple other areas of life" (28). The way to counteract the digital divide is for educators "to integrate technology effectively into their classes [and] emphasize critical thinking skills in conjunction with technology use" (29).

Part 1 also contains discussions of various literacies, including information literacy, computer literacy, media literacy, and visual literacy. Concerning the process of searching for information, Art Taylor in "Gen M and the Information Search Process" reports that Gen M students "search, gather, and evaluate information using techniques and strategies that are different from those used prior to the World Wide Web" (71). Michele Kathleen D'Angelo takes this further in "Gen M: Whose Kids Are They Anyway?" D'Angelo states that Gen M students "place less value on knowledge for knowledge's sake and engage in trial and error programming. Students who were raised on game playing, where losing is a catalyst for learning, view trial and error as an appropriate methodology" (100). As for multitasking, D'Angelo states that "an individual's output and critical thinking abilities dissipate as more tasks are engaged. Technology has not created super students but more like *diluted* students because the human brain cannot handle true multitasking" (104, emphasis in original). Concerning the extent of information literacy on college campuses, Patricia H. Dawson and Diane K. Campbell write in "Driving Fast to Nowhere on the Information Highway: A Look at Shifting Paradigms of Literacy in the Twenty-First Century" that an Educational Testing Service standardized test was reported to have found "approximately 27 percent of college seniors were deemed information literate" (42). Dawson and Campbell continue:

> These results confirm the observations noted by faculty and employers that Gen M students may be great with using the newest recreational technology, but they are not competent in managing information or using criti-

> cal thinking skills for analyzing and using the information for academic or business purposes (42).

Dawson and Campbell conclude that, if technology is part of the problem, technology must also be part of the solution: "If teaching is an exchange of ideas, then the way people convey their thoughts in this day and age—text messages, podcasts, the Internet, instant messaging—must find a place in the modern classroom" (48).

Six of the seven chapters in part 2 look at how the presence of contemporary technology influences and shapes the culture in which Gen M lives. The seventh chapter makes predictions about what the future will look like for Gen M. In "The Wired Life: The Public and Private Spheres of the Gen M Community," the first chapter in part 2, Karen J. Klapperstuck and Amy Kearns take a broad view of how technology has "changed the way this generation thinks and communicates . . . changed the way information is disseminated and how people interact with one another . . . [and changed] the way public and private are defined" (112). Each of the next five chapters of part 2 takes a deeper look at a specific part of the technological environment: Facebook, YouTube, Google, Wikipedia, games, and comics. In the final chapter of part 2, "The Emerging Gen M Ecology: What Will Their World Look Like?" Stephen Abram predicts that developments in the technology and use of computers will produce new environments in education, employment, and scholarship as well as in social relationships, and that mastery of these new environments will be important for both career and personal purposes. Abram asserts that libraries have a function to perform in these new environments and outlines ways for librarians to approach this function.

Part 3 addresses pedagogy. In "Technology and Pedagogy: The Best of Both for Gen M Students," Lauren Pressley applies the educational theories of behaviorism, constructivism, and connectivism to the community building properties of Web 2.0 technology. Pressley provides some specific examples and, in general, suggests that teachers use Web 2.0 capabilities to provide synchronous and asynchronous enhancements of both their classroom teaching and their individualized one-on-one instruction.

In "Teaching Gen M Through Cooperative Learning," Morrison and Webb describe a study that compares the learning of students taught in a "traditional lecture, demonstration and hands-on" manner to the learning of students who worked in cooperative teams and developed their own inquiry-based approach to a topic (270). Each group was given the same problem, the same librarian teachers, and the same end-of-study assessment. The students in the inquiry-based group demonstrated significantly greater learning than those in the traditional lecture-style group. Morrison and Webb see this study as evidence that information literacy must be recognized and treated "as a core educational value in [an] institution's academic mission and an essential element of all academic curricula, regardless of discipline" (275).

One criticism of *Teaching Generation M* relates to its title or, more specifically, to the title's indication that the topic of this book is defined chronologically. This is inaccurate—the topic is defined conceptually. That is, the book addresses students born into a completely wired and connected environment, not students born during a specific period of time. Students born into Gen M but who live in an environment not fully immersed in technology are for the most part outside the scope of this book. On the other hand, students born after Gen M but who live in a completely wired technological environment are within that scope. The irony here is that this criticism envisions the usefulness of *Teaching Generation M* extending beyond the self-imposed obsolescence of its title. The material in this book, at least much of it, should remain relevant after Gen M graduates from college—or more specifically, until technology changes or until something alters the way students interact with technology.

Another criticism is the book's assumption that it applies only to undergraduate students. Here again, this book views itself too narrowly. The descriptions of students who grew up in the Web 2.0 environment, and the pedagogy discussed for educating these students, clearly apply to high school as well as college students, and probably apply more broadly than that, very likely to students from kindergarten through graduate school.

Teaching Generation M paints a broad picture of the way people are using technology to modify the natural world, of the way these human modifications are changing our children's perception and understanding of the world, and of how librarians and educators can begin—and to an extent have begun—to adjust their pedagogy so that teaching and learning are relevant to our children's technologically altered existence. The editors of *Teaching Generation M* manage to keep the level and tone reasonably consistent, which is not an easy task with nineteen chapters, each by a different author or authors. Although some chapters, perhaps inevitably, are stronger than others, this book is a valuable resource for educators to read and discuss.—*Robert Roth, Library Director, The English High School, Jamaica Plain, Massachusetts*

INDEX TO ADVERTISERS