> ## "Some glaring weaknesses and missing points mar what could have been a very effective resource."

ed to detailed strategies for the teaching of outlining, note taking and creating proper bibliographies. This section includes instructor information and student lesson plans. It is here that the reader encounters an awkwardness, for the lessons focus on a student and teacher question and answer format. But they are just too scripted and stilted.

Section Three covers application and accountability, and gives guidelines for pacing and tracking students, but the coverage of evaluation of research is disappointingly brief. Section Four, entitled Enrichment and Extension, is the weakest and deals with a variety of items all thrown into the mix, such as an overview of the "library media teacher's" role, a brief nod to technology with some worksheets and with far too little space given to the development of a final product.

The design is attractive and includes side bar icons, reminiscent of the popular "dummies" manuals. These icons serve to guide the reader to recognize seven trends and important concepts such as Technology Proficiency, Problem Solving, or Content-Area, as they crop up in the teaching of research strategies . The layout includes many helpful reproducible sheets and several appropriate cartoons.

Some glaring weaknesses and missing points mar what could have been a very effective resource. There is no discussion of using or finding authentic, relevant topics that might engage and motivate students at this level. Nor are there any suggestions offered to sustain interest in the process. Primary sources and the use of interviewing, surveys, or field research are not mentioned. There is no emphasis on determining the appropriateness or validity of resources, which should be of primary importance. Stanley's comment that "research process ends with the end of research" is also bothersome. A bibliography and index is provided. (Libraries Unlimited, 1999. 250 pp. $29.00. 1-56308-762-6.)

Bottom line: Scripted lessons might appeal.

Turning kids on to research: The power of motivation

WWW Motivation mining: Finding treasures for teaching evaluation skills

Grades 1-6.

WWW Motivation mining: Finding treasures for teaching evaluation skills

Grades 7-12.

Ruth Small & Marilyn Arnone.

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Just when we thought there was nothing more to say or write about the research process, this duo has published three new books on the topic, with an informed perspective on the need to motivate learners

Ruth Small's research studies in the exploration of motivational strategies used by teacher-librarians in information skills instruction form the basis for *Turning kids on to research.* However, it is the authors' skill in super-imposing their motiva-tional overlay on the phases and stages in the information literacy/research process, that produces highly readable results that should have enormous appeal.

A series of "motivational moments" is included; these are a collection of testimonials from practitioners who have successfully used the strategies in the motivation toolkit. These examples, along with a series of 'lackluster lesson plans" accompanied by "motivational makeovers," are appropriate, authentic and useful. Motivational goals and testimonials are nicely woven throughout each of the chapters as the entire book follows the eight required skill phases and the three basic time stages of the information literacy/research process (Beginning, During and Ending Stages).

Grounded in a constructivist approach to learning the toolkit is actually based on several theories such as Keller's ARCS* Model of Motivational Design (*Attention, Relevance, Confidence and Satisfaction). Readers will not feel burdened by the theory provided, rather, they will find a nice balance that really works in this great new book. They should find themselves much better prepared to initiate and develop their own motivational toolkit to enhance information literacy instruction for their students. (Libraries Unlimited, 1999. 215 pp. $26.00. 1-56308-782-0.)

The two *Motivation mining* titles provide more ideas and proven strategies in connection with using online sources. Some practitioners might find this less inclusive than the first title since the evaluation and motivational value of other types of learning resources are not addressed here.

Following succinct descriptions of existing sources for evaluating web sites, such as Kathy Schrock's three versions of her "critical evaluation surveys" at different levels, Small and Arnone present their unique set of evaluation instruments. These differ from others in that they include cri-

teria for determining motivational quality and a detailed scoring and interpretation process with useful graphs and grids. These are to be used within instructional activities that make use of information accessed on the World Wide Web. The *WebMAC Analysis Checklist* is based on the expectancy-value motivational theory and the authors provide ample evidence that their approach has been tested widely by educators.

Unfortunately, most of the available evaluation instruments and related literature, as comprehensive as these seem, have not included a child-centered focus on motivational value in techniques, skills and strategies. Small and Arnone have blended the usual evaluation criteria with items at another level, framing these in motivational terms. In reference to the *WebMAC Junior-2000*, the authors include an example of one item for elementary students that reads: "Was the information at this

Web site believable?" (Did it seem to be true?). Clearly this question would lead to discussion about the author's or organization's authority and students would likely be encouraged to do more to clarify or validate this authenticity. From the same evaluation instrument, an item such as: "Was it easy to find your way around without getting lost?" refers (in simple language, appropriate for the elementary level) to the navigational aspects of web sites. Small and Arnone remind us that in terms of motivation, how easy or difficult it is to navigate affects a child's confidence and expectation that he or she can be successful in a particular Web environment. The authors explain that this is a key premise in Expectancy-Value (E-V) motivation theory.

The metaphor of "mining" the Web for treasures (rather than trash) isn't new but it is employed effectively here. The appendices include helpful lesson plans, checklists and

analysis tools that will be welcomed by educators who are interested in innovative approaches. It will be important for readers to remember as well that not all learners are motivated by extrinsic factors (such as grades) and that "(intrinsic) motivation is a door that can only be unlocked from the inside." (Linworth, 1999. Grades 1-6: 253 pp. $39.95. 0-938865-85-4. (Grades 7-12: 189 pp. $39.95. 0-938865-86-2. Grades 7-12.)

Bottom line: Powerful mining for turning kids on.