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Teens Read book trailers

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Teens Read book trailers

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Abstract

The Teens Read website was developed as a tool for middle and high school students to use when making book selections. The website features award books from YALSA's Best Fiction for Young Adults, YALSA Teen's Top Ten, Iowa Teen Award, and Iowa High School book lists. Book trailers are embedded on each page to promote the books as well as an embedded preview for students to get a sneak-peak of the book before selection.

TEENS READ BOOK TRAILERS

A Graduate Research Project
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
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by
Jill Besler
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has been approved as meeting the research requirement for the
Degree of Master of Arts.

Date Approved

Graduate Faculty Reader

Date Approved

Graduate Faculty Reader

Date Approved

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ABSTRACT

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CHAPTER 1

INTRODUCTION

Many teacher librarians oversee several libraries within a district and cannot be available to provide reader advisory during all the libraries' operating hours. Professional interest in reader advisory (RA) is based on recent books about RA for young people. These include Heather Booth's (2007) groundbreaking *Serving Teens Through Readers' Advisory*, Michael Sullivan's (2009) refreshing *Serving Boys Through Readers' Advisory*, and Penny Peck's (2010) comprehensive *Readers' Advisory for Children and Tweens*. As the professional interest in RA rises, the challenge for the school librarian to provide reader advisory when required to be in another building looms. This challenge leaves the school librarian wondering what can be done to provide RA in her absence.

Problem Statement

According to the Iowa School Library Survey's 2010 results, more than half of Iowa school libraries with enrollments below 600 students were not staffed with a full-time teacher librarian (Iowa Department of Education, 2011). This means that when students come into the library seeking reader's advisory, it is very likely that there will not be a certified teacher librarian available to help them. Additionally, full teaching schedules also reduce availability for reader's advisory when students come into the school library.

Justification

Reader's Advisory is Important

When students find books they love to read, they become stronger readers and that in turn increases the chance that they will become lifelong readers who will read for pleasure (Allington, 2006). The American Association of School Librarian's (2009) publication, *Empowering Learners: Guidelines for School Library Media Programs*, states that, "The school library media program promotes reading as a foundational skill for learning, personal growth, and enjoyment" (p. 21). It is the goal of every teacher librarian to connect students with books they will love. Since librarians often manage more than one library, it is important for students to have a place to go for reader's advisory in the librarian's absence.

Iowa School Library Program Guidelines

In 2006, it became an Iowa law that each school district should have a qualified teacher librarian licensed by the Board of Educational Examiners under chapter 272 (State Library of Iowa, 2007). Following the adoption of this law, the Board of Educational Examiners adopted a definition and standards for a sequential kindergarten through grade twelve media program. The Library Program Guidelines that were developed have been designed to assist districts in planning for library programs to meet the state requirements. The guidelines provide direction for meeting the legislative mandate for a K-12 library program. (State Library of Iowa, 2007).

The Iowa School Library Program Guidelines state in section I.6, "The school library program promotes literacy through reader guidance and activities that develop

capable and independent readers” (State Library of Iowa, 2007, p. 11). One way that teacher librarians do this is through the use of book talks. Book talks have been linked to more positive attitudes in readers as well as an increase in circulation (Bodart, 1986). Book trailers are the newest form of book talking and are highly embraced by today’s technologically connected teens (Maughan, 2007).

Common Core Standards

The Common Core State Standards Initiative (Iowa Department of Education, 2011) is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The initiative has resulted in learning standards developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce. The Common Core standards define the knowledge and skills students should have within their K-12 education so that they will graduate high school able to succeed in entry-level college courses and in workforce training programs. The standards are aligned with college and work expectations and include rigorous content and application of knowledge through high-order skills. Clear, understandable and consistent, the Common Core standards strive to prepare all students to succeed in our global economy and society (National Governor’s Association, 2011).

The Common Core expects students in grades 6-8 to read and comprehend literature within the grades 6-8 text complexity band independently and proficiently. This means that teacher librarians have an important role to help students and teachers locate books that meet these high standards.

The Common Core also includes information on the Characteristics of Effective Instruction. This initiative is being developed to help educators expand their knowledge of learning and pedagogy as they develop the content of the Iowa Core Curriculum into rigorous and relevant lessons that help them teach for understanding and learner differences (Iowa Department of Education, 2011b). The Common Core's Characteristics of Effective Instruction state that, "one characteristic of effective instruction is student-centered classrooms where students are directly involved and invested in the discovery of their own knowledge" (Iowa Department of Education, 2011b, para. 2). This relates to the school library setting where students can access the tools to make their own reading selections based upon their personal and curricular interests.

Significance

Today's middle school students are readily drawn to technology. They enjoy surfing the Internet and participate in networking sites like Facebook and Twitter (Prensky, 2001). In the past few years we have seen a large increase in the number of book trailers available for viewing from sites like YouTube and Google Videos. A book trailer is a video that may range from thirty-seconds to five minutes. "A book trailer promotes a book by creative visualization, author interviews, and so on" (Selling words through images, 2010, para. 2). Many publishers are creating book trailers and making themselves part of young people's increasingly digital lifestyle (Maughan, 2007).

The websites currently available for hosting book trailer videos either lack organization or they are not practical for school settings. These sites do not specifically target middle school students and they are not user-friendly. *Book Trailers for All* is a

website that allows visitors to download book trailers and view them on a computer (Schauer, 2011). This is not practical in the school setting because many school computers do not allow students to download content. Videos linked on the *Book Trailers for All* site also cannot be downloaded to portable devices like smart phones and tablets. Another site that promotes book trailers is *Book Trailers for Readers* (Harclerode, 2011). This site is set-up like a movie theatre and has visual appeal. However, many of the books featured on the site don't even have book trailers linked to them. This is disappointing to the reader who wants to see an introduction to the book. Major publisher, Scholastic, also has a web presence featuring book talks and trailers (2011). Scholastic's site also has its downfalls because the book trailers are not organized, searchable, or easily navigated. Although the content is good, users are distracted by the difficulty of finding titles to match their interests. All school libraries would benefit from a well-designed web presence that organizes book trailers into searchable categories. A RA tool like the proposed Teens Read website could easily be linked to school library webpages and used in reader's advisory for middle school students.

Purpose Statement

The purpose of this project is to develop a website, Teens Read, for middle school students to view book trailers for award winning literature and spark interest before making a book selection. The Teens Read website will be visually appealing, well organized, and target the reading interests of middle school students. The goal of the website will be to connect teens with books they will love reading. The site will feature book trailers for the Iowa Teen Award Books, Iowa High School Award Books, as well as the ALA's Top Ten Best Books for Young Adults.

Research Questions

1. What criteria will be used to evaluate book trailers for inclusion on the website?
2. What color scheme and font will best suit the content and audience of the book trailer website?
3. What additional information should be provided along with the book trailer?

Assumptions

For this project, many assumptions can be made. One assumption is that students will actually use the website to help them make book selections if the website is made available to them. A second assumption is that after creating this project, it will be promoted by the teachers involved in reading workshop at the middle school level. The third assumption is that this will not replace the need for a certified teacher librarian to provide "live" reader's advisory to students. Finally, the assumption is made that the

creators of the book trailers will cooperate by allowing their videos to be featured on the website.

Limitations

One limitation of this project is that it will only feature book trailers from the American Library Association's YALSA Best Fiction for Young Adults, YALSA Teens' Top Ten, the Iowa Teen Award (ITA) nominees, and the Iowa High School Award (IHSBA) nominees from 2006-2011. Another limitation is the number of book trailers available. Not all award winning books may have a book trailer already created.

CHAPTER 2

LITERATURE REVIEW

The purpose of this project is to design a website that will guide middle school students in book selection. The Teens Read website will feature book trailers for award winning literature that are appealing to teen readers. Research related to this issue falls into three categories: reading interests and attitudes of middle school students, effective booktalking, and website usability.

Reading Interest and Attitudes of Middle School Students

Ivey and Broaddus (2001) conducted a survey of sixth grade students which shed light on some of the features of middle school reading instruction that foster their engagement with reading. Their research focused on three questions: (a) what students valued most in their reading and language arts classes; (b) what students said motivated them to read; (c) how well their middle school classrooms responded to these needs. The researchers surveyed 1,765 sixth grade students in 23 schools. In order to gain a better understanding of the trends they found in the survey results and to collect more explicit information, follow-up interviews were conducted with 31 students. Data from the survey were entered on a master grid so that values could be compared and percentages could be calculated. The results relevant to this study were those related to the second research question, what motivated students to read. Many of the students (42%) responded that they were motivated by finding good materials to read and having choice in the selection of these reading materials.

While Ivey and Broaddus studied a large number of students, Strommen and Mates (2004) focused on a smaller group of teens and sought to determine factors that contribute to and support a child's learning to love to read. Strommen and Mates designed and distributed questionnaires to sixth grade and ninth grade students at a suburban middle school in Northeastern United States. The questionnaire helped them identify teens for whom reading was a "significant, pleasurable, recreational activity and a consistent part of daily life" (Strommen & Mates, 2004, p. 189). Students who identified reading as an important part of their daily life were referred to as Readers. The questionnaire also identified a group of students, referred to as Not-readers, who seldom or never chose to read for pleasure.

Following the questionnaire, 18 students were selected for interviews about their leisure-time reading practices. Nine students were categorized as readers and nine students were identified as not-readers. Four research questions guided their student questioning during the interviews: (a) Are there consistent attributes of the social environment of readers that appear to maintain reading activity? (b) Are there consistent early childhood and ongoing experiences that promote interest in reading? (c) Do students who identify themselves as readers display similar ideas and attitudes about the appeal of reading? and (d) Are these ideas and attitudes different from those of not-readers? Strommen and Mates (2004) identified seven common themes in student responses. Those important to this study were: (a) "Readers" see being an active member of a community of readers as an important part of their identity; (b) "Readers" have access to plentiful, varied reading materials; and (c) readers love reading.

The previous two studies looked at characteristics of adolescent readers, but it is also necessary look at the books being published for adolescent readers. Melanie Koss and William Teale (2009) examined the trends found in genres, descriptive features, subject matters, and writing styles of books represented in young adult (YA) literature. Their focus was on describing current YA literature considered to be high quality and popular with adolescents. The study focused on four guiding questions: (a) What genres are represented and predominate in the current body of YA literature? (b) Who is or is not represented in the current body of YA literature? (c) What is the content of current YA books? and (d) What identifiable trends are evident in the narrative, stylistic, and structural features of current YA books? The first step in answering these questions was to compile a database of YA books published between 1999 and 2005. Koss and Teale selected 370 books that were award winners, popular with teens, and those recognized by literature scholars as high quality books. Fifteen percent of the titles were randomly selected for analysis in this study. The selected 59 books were read, coded, and analyzed for patterns and trends (Koss & Teale, 2009).

Koss and Teal's (2009) analysis revealed that the award winning and popular books were primarily fiction, contemporary realistic fiction to be more specific. It also revealed that the majority of books represented only one general cultural group, most frequently European American. An interesting finding was that 30% of the books analyzed had international settings. Religion did not play a significant role in the books sampled, nor did gay, lesbian, bisexual or transgender characters. An overwhelming majority of the books (85%) focused on teens finding their identity and/or hiding their

true self and dealing with loss. In terms of writing style, they found considerable use of alternative writing devices such as flashbacks, flashforwards, and the embedding of poetry. Koss and Teale (2009) concluded that YA novels may be changing to reflect the changes taking place in the field of adolescent literacy. The findings of this study are important to teachers and school librarians in choosing books to include in library collections and recommend to their teen readers.

Booktalking

“Booktalks do work! The effects of booktalking on attitude and circulation” is the title of Joni Bodart’s (1986) study. Prior to this study, there had been little information on how the actual statistics of library use or circulation were affected by booktalking. Bodart explored two aspects of booktalking in her research. First, she sought to learn how booktalks affect the people who hear the presentations and second, how do booktalks affect the circulation of the titles booktalked. She not only focused on whether booktalking affected the way that teenagers felt about reading, but Bodart also examined how attitude toward reading was affected by the teacher, the reading level, and the gender of the students. Bodart used a Solomon Four Group design so that varying factors could be controlled. A reading attitude survey was used as both a pre-test and a post-test, with the booktalk presentation given to half of the students. The other half of the students constituted the control group. Results of the survey and circulation statistics were analyzed. One finding is of particular interest to this study. Bodart found a dramatic increase in the circulation of books used in the study. She reports that circulation, “increased 17 times, from 15 circulations during the 1983-1984 school year to 266 during

the 1984-85 school year” (Bodart, 1986, p. 379). Bodart concluded that booktalks did work.

While Bodart (1986) was able to show statistically that booktalks had a positive effect on book circulation, she did not reveal much information on student response to booktalks. In her study, “Booktalking: a survey of student reaction,” Darlene Braeder (1984) wanted to find out what effects booktalking had on students. Braeder conducted a survey and presented booktalks to 440 randomly selected students in grades 8 to 12 at John Oliver Secondary School in Vancouver. Among her research questions, Braeder wanted to determine whether students consider booktalks to: (a) be helpful in locating reading material, (b) create a friendly atmosphere and relationship between students and librarians, (c) help students expand areas of interest, and(d) foster reading habits (Braeder, 1984).

Braeder (1984) created a three-part survey. Part 1 sought information about the sample population. Part 2 was designed to identify student reading preferences and included questions like: what do you prefer reading? how many books do you read? and how do you usually choose a book? The final section of the survey, part 3, gave student responses to the booktalks. Braeder compiled student responses to the survey questions and made observations from the statistical data. Results from part 3 of the survey are particularly important to this study. Student responses indicated that the booktalks were helpful in finding a book (71.19%) and that the booktalks were enjoyable (81.36%). Students also indicated that booktalks expand reading areas by introducing different types

of reading and new authors. Like the Bodart (1986) study, Braeder (1984) also found that students do check-out books as a result of the booktalks.

Braeder's (1984) research draws attention to the importance of booktalking for teen readers. In the next study, Crowther (1993) takes the issue a step further to include read alouds and a service project to promote reading with middle school students. Crowther designed a program to increase middle school students' participation in and use of school library programs and resources through booktalks, read alouds, and a special service project during a three month period. Middle school students were encouraged to read more, and the habit of reading was promoted. Crowther hypothesized that the program would result in increased circulation, more student interest in the books promoted, and a general increase in student participation of library programs. As part of the study, the researcher presented booktalks, read aloud to students, and visited every middle school classroom every other week for three months. The books presented included a variety of fiction and non-fiction titles with a number of popular YA authors featured. During that time, the researcher kept a daily record of books checked out and student participation in library activities. At the conclusion of the 12 week program, Crowther compiled data about circulation and student participation. She found that circulation more than doubled, and middle school students did come to the library and select books that had been talked about. Important to this project was Crowther's observation that students enjoyed and were motivated to read as a result of the booktalks presented (Crowther, 1993).

Website Usability

How users navigate and find what they are looking for on a website is very important. Nathan and Yeow (2011) researched website factors and how they impacted users' experience of the site. Their purpose was to identify and prioritize the crucial web usability factors for websites from 36 industries. This study was the first to comprehensively examine the web usability factors of students by employing a vary large sample size. Specifically, Nathan and Yeow analyzed the responses of 400 participants from a large university in the central region of Malaysia. The respondents who participated were between 18 and 21 years old with 3 to 5 years' experience of using websites and the internet. Using Multiple Linear Regression, more than 12,000 data points were collected and analyzed. Nathan and Yeow tested seven web usability factors: use of color and font, use of graphics and multimedia, clarity of goals in website, trustworthiness of website, interactivity of website, ease of web navigation, and downloading speed of the website. Respondents were given an hour lecture on website usability and were also given hands-on training in conducting website evaluation using the online questionnaire as practice before conducting the real evaluations. Each respondent then selected 40 different websites for the evaluation and completed the online questionnaire for each site. The data points were analyzed using the Statistical Package for Social Sciences software version 16.

Nathan and Yeow (2011) found that the most important factor in overall website usability was the use of color and font. This finding implies a need for attractive usage of colors and fonts in webpage design. The second most important factor was the use of

graphics and multimedia. The third crucial factor was clarity of goals in website closely followed by trustworthiness of website.

While the previous study looked at a wide range of websites created for a large variety of purposes, Cobus, Dent, and Ondrusek (2005) conducted a usability study of the Hunter College Library website. The original web page was not meeting the needs of its users. The purpose of the usability study was to highlight the links on the Web site's navigation sidebar that seemed least informative to users as compared to those links that made sense to users. The study also served as a testing ground for proposed modifications to problematic pages. Twenty-eight students from Hunter College were observed as they used links on the library's web page to find information that was outlined in the user tasks. Half of the students used the original website and links to provide feedback about problematic web page features. Then, both quantitative and qualitative methods were used to analyze data recorded on audiotapes and screen-capture software. This information was then used to redesign the website. Finally, researchers had the remaining student evaluators repeat the exercise using the redesigned web pages (Cobus et al., 2005).

Cobus, et al. (2005) concluded that several features were important for enhancing web site usability. The first was to use standard link and heading attributes through out the website. This allowed users to easily identify what text was linked to additional information and what text was intended to be heading. Student evaluators also indicated that annotations explaining links and page content were important for helping them navigate the library's many resources. Finally, the researchers gained insight on how to

organize large lists so that users could find what they were seeking. The student evaluators preferred lists arranged alphabetically or hierarchically and include a find in-page search box on pages containing long lists. The findings of this study offer factors to be considered when designing the Teens Read website.

Summary

Research in this literature review suggests that students benefit from a trusted source for reading recommendations. The findings in studies cited indicated that when given suggestions for reading, students indeed follow up and check out books recommended. (Bodart, 1986; Braeder, 1984; Crowther, 1993; Ivey & Broaddus, 2001). Further, research cited here indicates that middle school students have a desire for accessing information through the use of technology (Prensky, 2001). Finally, usability studies reveal the importance of careful attention to design and navigation factors in website design (Cobus, et al., 2005; Nathan & Yeow, 2011). Creating a website for access to book trailers to serve as an online reading recommender for middle school students will bring together an engaging way to recommend books for young readers.

CHAPTER 3

PROCEDURES

Many school libraries are understaffed and a certified teacher librarian is not always available to assist students with reader's advisory. The purpose of this project was to develop a website for middle school students to view book trailers before making a book selection. The goal of the website was to connect teens with books they will love reading.

Project Parameters

The researcher collected book trailers from a variety of online sources limited to those not filtered by the researcher's school district. Book trailers included on the site are award winning books from 2008-2012 for the Iowa Teen Award (ITA), Iowa High School Award (IHSBA), and the American Library Association's Top Ten Best Books for Young Adults (BBYA). The researcher made every attempt to locate a high quality book trailer for each book, however, not every book on the award list had a book trailer.

Project Format

The Teens Read website was created using Google Sites, a free web design program that allowed the website developer many options in organizing and formatting the site's features. Book trailers are organized in award categories by year. Each title included, has a separate page within the site that provides more detailed information, including a book summary, embedded book trailer and embedded book preview.

Project Procedures

The researcher began the project by compiling a list of books from the selected award years. The researcher then gathered information about each book including: title, author, copyright date, genre, and summary.

The next step was to identify a book trailer for each title included on the site. YouTube served as the main source for videos. To help with the selection of high-quality book trailers, the researcher used the following criteria for evaluation: the book trailer (a) was interesting and unique, (b) was engaging and likely to capture the viewer's interest, (c) included visuals and audio that conveyed the tone of the book.

The final step was the development of the Teens Read website using Google Sites. In preparation for creating the website, the researcher developed a storyboard to depict the website layout and page hierarchy. This storyboard allowed the researcher to plan out the design of the website and address webpage development questions prior to creating the website.

CHAPTER 4

PROJECT

The Teens Read website can be accessed at:

<https://sites.google.com/site/teensreadbooks/> The website has also been provided as HTML documents on a CD-ROM.

The website's home page, as displayed in figure 1, includes an embedded Google presentation that continuously plays slides featuring the current year's book award lists. The Teens Read home page also links to award pages via a sidebar that is visible on every page within the site. The left sidebar facilitates convenient browsing within the Teens Read website.

Figure 1. Teens Read Homepage. This figure illustrates the embedded Google presentation and left sidebar navigation.



Students and teachers can browse the Teens Read website by selecting an award and viewing book covers. Clicking on a book cover will take viewers to more detailed information about the selected book. Every book featured on the Teens Read website has a separate page that details the book's author, publication data, book summary, an embedded book trailer from YouTube, and an embedded book preview from GoogleBooks. The researcher chose these elements because they provided the viewer with important book information and included technology components that middle and high school students appreciate.

The researcher previewed hundreds of YouTube book trailers prior to selecting those that would be featured on the Teens Read website. The videos selected were chosen because they were likely to capture the viewer's interest with engaging visuals and audio that complimented the tone of the book. It was also important to the researcher that the book trailer provided sufficient information about the characters and setting without giving away critical components of the plot. Approximately 87% of the 235 books featured on the site include book trailers. In Figure 2, an example of a book with a book trailer is shown. Figure 3 displays an example of a page for a book that had no trailer available.

Figure 2. The Iron King Book Page from Teens Read Website. Information included on the page includes title, author, publisher, cover image, book trailer, summary and embedded book preview.

Teens Read
Home

YALSA Best Fiction for Young Adults

YALSA Teen's Top Ten


Iowa Teen Award

Iowa High School Award

Edit sidebar

The Iron King

Julie Kagawa
Harlequin, 2010



Watch the book trailer!

The Iron King by Julie Kagawa

ON MY 16TH BIRTHDAY, MY BROTHER WAS KIDNAPPED...

0:00 / 1:13 YouTube

Book Summary:
Meghan Chase has a secret destiny—one she could never have imagined... Something has always felt slightly off in Meghan's life, ever since her father disappeared before her eyes when she was six. She has never quite fit in at school...or at home.

When a dark stranger begins watching her from afar, and her proudest best friend becomes strangely protective of her, Meghan senses that everything she's known is about to change.

But she could never have guessed the truth—that she is the daughter of a mythical faery king and is a pawn in a deadly war. Now Meghan will learn just how far she'll go to save someone she cares about, to stop a mysterious evil no faery creature dare face...and to find love with a young prince who might rather see her dead than let her touch his icy heart.

Preview this book:

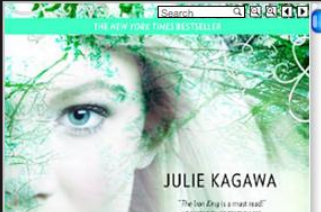


Figure 3. Center Field Book Page from Teens Read Website. This page does not have an embedded book trailer.

Teens Read

Search this site

Teens Read
Home

YALSA Best Fiction for Young Adults

YALSA Teen's Top Ten

Iowa Teen Award

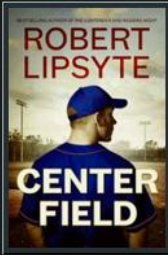
Iowa High School Award

Edit sidebar

Center Field

Robert Lipsyte
HarperCollins, 2010

No book trailer available



Book Summary:
Mike has his junior year well under control. He's got a solid group of friends. He's dating Lori, one of the hottest girls in school. And Coach Cody has all but given him the starting spot as the Ridgedale Rangers' varsity center fielder. And then Oscar Ramirez shows up. Oscar is an amazing ballplayer, as talented at the plate as he is in center field, and it's not long before Mike loses control. He's on the bench, he's getting into fights, and he finds himself in weekend detention with Katherine Herold, the most mysterious, abrasive, stirring girl in school. Mike is lost, confused, and looking to Coach Cody to help him get back on track. But the coach has his own set of rules for Mike to play by, and the decisions Mike makes are going to impact more than just the starting lineup.

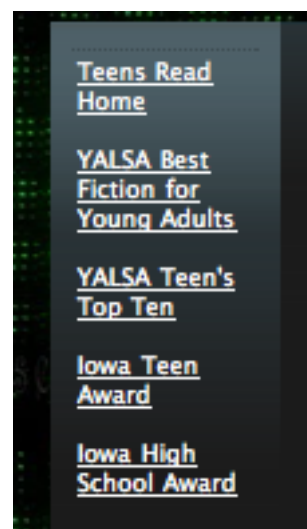
Robert Lipsyte, one of the most celebrated writers in young adult literature, has crafted a subtly intense tale of adolescent struggle, a sports story about much more than sports—one that shows us how the moves one makes off the field matter even more than the moves one has on it.

Preview this book:

The website can be searched using the search box located below the title on every page of the website. In this way viewers can search by title, author, or keyword. The left sidebar, Figure 4, has navigation links for each of the book awards that are featured on the site.

When choosing the color scheme and fonts for the Teens Read website, the researcher explored other websites targeted at teenagers. Many sites seemed to have darker themes with minor splashes of bright color. This mirrored many of the themes found in the titles included on the book award lists. It was also important that the theme appeal to both males and females. The researcher choose a black background with green accents and white text. The site header was also designed by the researcher using an online photo editing program.

Figure 4. The Navigation Sidebar. The user can conveniently browse the featured awards using the navigation sidebar.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this project was to create a website with book trailers to guide middle and high school students with book selection.

The Teens Read website features books included in the Iowa Teen Award, Iowa High School Book Award, YALSA Best Fiction for Young Adults, and YALSA Teens' Top Ten lists from the past five years. Each book page has an embedded YouTube book trailer, an embedded book preview from GoogleBooks, as well as a summary of the book.

Adjustments

A few adjustments had to be made in the development of the Teens Read website. The first was resizing the book cover images. Each image was resized using an online photo editing site so that the images would be uniform in size.

Another component that had to be modified from the original plan was the embedded book previews. Some publishers limit the ability to embed book previews from GoogleBooks, and other publishers do not even provide previews. Therefore, book previews were embedded whenever possible and links were created to previews in cases where embedding the book preview was not allowed.

The researcher also determined that creating a Google Presentation with continuously playing slides was the best way to add visual appeal to the Teens Read homepage. Embedding this presentation allows the web developer to efficiently modify and update content on the Teens Read homepage.

Conclusions

The Teens Read website will be shared with teachers and students at the middle school and high school levels. The site will also be shared with teacher librarians in the state of Iowa via the SLIK-12 listserv. The site can be used in conjunction with booktalks in the library or classroom or browsed by students prior to book selection. It would also be possible to create weblinks within library catalogs to connect the Teens Read page with the corresponding library record.

Recommendations

The Teens Read website will be continually updated as new book lists are added to the featured awards. The researcher will also add book trailer videos to titles that do not have an embedded book trailer as new trailers become available on YouTube.

The researcher would also like to develop additional browsing categories within the site. For example, browsing by genre. This feature will be developed over the course of many months, with one new genre page created and featured each month. This will allow students and teachers to browse books in genres they enjoy.

The ability to rate books on the site would be an interactive component that users would appreciate. However, at this time, the researcher was unable to locate an efficient web 2.0 tool that would facilitate this type of rating.

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