DIGITAL CIVICS AND CITIZENSHIP: AN APPLIED APPROACH. Casey Davis. *Lanham, Maryland: Rowman & Littlefield, 2021, xvii + 167 pp., $45 (paperback), ISBN 978-1-5381-4135-9*

Casey Davis is an instructional designer at Arizona State University's Watts College of Public Service and Community Solutions, and has worked in education and educational publishing in various capacities throughout his career. This book attempts to define digital civics and citizenship and to provide tools educators can use to create in themselves and their students a practice of digital civics, but in my opinion it was unsuccessful.

Digital Civics and Citizenship is organized into an introduction, then three parts: "Foundation" (eight chapters), "Examples" (eight chapters), and "Products" (three chapters), and ends with resources and an index. The first section attempts to define terms, including civics and citizenship and to trace the development of civics education, including current curricula. The second section presents strategies for integrating digital civics and citizenship, especially in K-12 education. The final section contains one chapter discussing student products and assessing student learning in civics, and two concluding chapters about creating a culture around civics education and Davis's ideas about the future of civics education. Most chapters concluded with notes, but in many cases, the citations were not robust enough to support the discussion in the chapter. Some chapters concluded with no notes. I was particularly disappointed to see the author repeatedly refer to bodies of research that were not well documented in either his chapter notes or the ending resources section. Thin sourcing was a problem throughout this book.

Though this book's stated audience is "...three primary groups: K-12 educators and administrators, higher education instructors and administrators, and librarians in the public and academic realms" (xii), I would not recommend it for an audience of librarians. Though Davis does occasionally mention higher education or community education of the kind that might happen in libraries, he mostly discusses K-12 education. This book, including the more purportedly practical sections (sections 2 and 3), was not a good use of my time. Davis does not provide information about his own practical implementation of his examples in the book, and some of the recommended strategies are not usable. For example, in chapter 18, Davis suggests that an administrator finding out that students are circulating "explicit" pictures of another student should use this as a teaching moment. Davis recommends this administrator ask among other things "what will your parents say/think" without noting that this is not a low-stakes digital civics teaching moment for all of the students involved, and instead could be a crime (146).

I cannot recommend this volume. In my opinion, educators would be better served by reading practical Education scholarship, which will provide examples along with an assessment of their implementation.

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