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global community of educators, educational researchers, librarians and IT strategists, to consider how learners need to be equipped in an educational environment that is increasingly suffused with digital technology. Traditional notions of literacy need to be challenged, and new literacies, including information literacy and IT literacy, need to be considered as foundation elements for digitally involved learners. Leading international experts from the USA, Canada, Australia, New Zealand, South Africa, Mexico and throughout Europe

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Contribute to the debate, and Hannelore Rader, Librarian and Dean of the University Libraries, University of Louisville, Kentucky, provides the foreword. The book is in two parts: In Part 1, Literacies in the Digital Age, the contributors analyse how digital technologies have enabled transformative change in the ways in which learning can be constructed, and discuss the nature of the new literacies that have emerged in this new virtual and e-learning environment. In Part 2, Enabling and Supporting Digital Literacies, the contributors go on to consider the ways

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in which digital literacies can be made available to learners, and how these literacies are being relocated in a more student-centred environment within the broader perspective of learning. Readership: This book takes the issues raised in the successful Information and IT Literacy, also co-edited by Allan Martin, into a broader context. It is essential reading for all information professionals and educators involved in developing strategies and practices for learning in a digital age.

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Chapter 10 What are the motives and consequences of confrontation? How can confrontation be approached individually, through education and empowerment, and in specific contexts (e.g., health care) to yield favourable outcomes? These questions are paramount in contemporary society, where confrontation of bias is increasingly evident. Moreover, great strides in the scientific study of confrontation in the past 20 years has yielded valuable insights and answers. This volume is an essential resource for students and researchers with an interest in prejudice and prejudice



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reduction, and will also be valuable to non-academics who wish to stand up to bias through confrontation. Addresses factors that determine individuals' decisions to confront stereotyping, prejudice and discrimination Analyzes how personal and collective motives shape responses in confrontation-relevant situations Examines the consequences of confrontation from the perspectives of targets, perpetrators and bystanders Provides a roadmap for how to prepare for and engage in successful confrontations at the individual level Covers confronting bias in various

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