"Who are you when you are online?" asks teacher educator Laura Nicosia in the opening chapter of Educators Online: Preparing Today's Teachers for Tomorrow's Digital Literacies, a book for preparing educators for the virtual classrooms, which increasingly dominates the P-20 educational landscape. Considering myself a digital immigrant, my curiosity was piqued with the opening question as I reflectively pondered, "Who am I online? How is my presence in an online setting different from my presence in the physical classroom? Are both selves authentic?"

With engaging language and the right mix of questions, Nicosia allows us to peer directly into our practice and poses an array of pedagogical inquiry about teaching that is drawn from the commingled social world we inhabit and within which we learn. Across five chapters complemented by an introduction and a conclusion, Nicosia stimulates our appetite to learn how to navigate a digital learning space with greater prowess, authenticity, and epistemological curiosity. Relevant for use with both undergraduate and graduate students or for personal growth in digital literacy, here is a glimpse of the contents of this book.

In the Introduction, Nicosia lays out her specific intention for the book as a place where professional development to support teachers' use of digital social media is "continuous, consistent, and hands-on" (p. 3). She encourages "educators to cultivate online social and professional lives, to model best practices for using web tools and technologies, to practice and share digital citizenship and to collaborate in social scholarship" (p. 3). I was quickly drawn to her central premise that social media offers reflective, social spaces for educators in which they can learn from one another, engages authentically with their students and other professionals, and deepens their praxis through digital media. In the Introduction, I found her motivation for writing the book to be a marked departure from the majority of texts that focus on equipping teachers with pedagogical strategies and best practices that are often outdated by the time the text goes to press.

It is with this central premise in mind that Nicosia expresses her primary goal for the book, which in turn distinguishes it from other current texts that focus more on student development and classroom instruction. In Educators Online, Nicosia explicitly seeks to address the lack of digital literacy among many educators today bridging "the user disconnect" and allowing educators to become "web 2.0 savvy" themselves (p. 5). Across the chapters, she stays focused to this central purpose of asking educators to examine what it means to be an educator online and to "understand how being and acting online affect how we know what we know and who we understand ourselves to be" (p. 5).

Developed through an inquiry-as-stance approach, Nicosia offers the text as a critique for examining the skill sets teachers use when engaging in online social and/or professional networking. She refrains from...