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**School Library Media Specialists:
An Evolving Profession in a Pandemic
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Abstract

In March of 2020, Michigan's school library media specialists, along with the entire educational community, found themselves facing unprecedented challenges brought by the disruption of the COVID-19 Pandemic. As learning shifted online, roles for school library media specialists shifted as well.

Three southeast Michigan school library media specialists were interviewed to obtain their perspectives regarding the adaptation to distance learning, as well as how they predict educational practices will evolve going forward. The educational practices of learning commons, guided inquiry, co-teaching, and information literacy were found to be particularly valuable during the shift to distance learning. The increased dependence on these practices during the pandemic will likely result in increased implementation of these practices when face-to-face learning resumes.

Introduction: School Librarians Before the Pandemic

In recent decades, the role of the school library media specialist has evolved in response to technological developments and their implementation into educational practices. School library media specialists foster the development of students' reference skills from their earliest school days. First, the role of school library media specialists will be described, followed by a description of the impact of the COVID-19 pandemic.

In Michigan, “[e]ducators who hold the Library Media (ND) endorsement are certified teachers who have attained a Master’s Degree in Library Science or Library and Information Science (MLS or MLIS)” (Michigan Department of Education, 2018). The library media specialists serve as specialized teachers who collaborate with classroom teachers to deliver digital and information literacy instruction, as well as reinforcing classroom literacy instruction. They act as information specialists, curating materials for students and staff, managing the library collection, and researching best instructional practices to share with the school staff. They are program administrators, developing and implementing the school library program, while acting as advocates for literacy and information instruction within the school community (Michigan Department of Education, 2018).

Investigation Method

A standardized, open-ended interview of three Michigan school library media specialists was conducted via the Zoom teleconferencing application in the fall of 2020. The three interviewees were all female school media specialists in southeast Michigan public school districts. Each interviewee is the only school library media specialist at her individual building. They teach students of different age levels. Each was asked the same general questions about their reference responsibilities before the COVID-19 pandemic, their experiences since the COVID disruption, and how they adapted their teaching practices to provide support to students, teachers, and parents during the pandemic. Each interview

took approximately thirty minutes. The examiner shared the questions with interviewees in advance of the interview (see **Appendix A**)

Participants

Elementary School Library Media Specialist (kindergarten – fifth grade)

Jennifer (Jenny) Bachman has been the library media specialist at Hampton Elementary School for sixteen years. Hampton Elementary has 492 kindergarten through fifth grade students, 25 teachers, and is in Rochester Hills, Michigan (Great Schools, n.d.). Great Schools is an online resource that lists demographic information for public and private schools in the United States. Rochester Hills is a suburban community, north of Detroit with an estimated population of 74,516 (United States Census Bureau, 2019).

The Hampton Elementary Media Center has approximately 12,000 books in its collection. Ms. Bachman has a Master of Library Information Science from Wayne State University. (J. Bachman, personal communication, September 29, 2020).

Middle School (sixth grade – eighth grade)

Gwenn Marchesano is the school library media specialist at Pioneer Middle School in Plymouth, Michigan. She is also a past president of the Michigan Association for Media in Education (MAME), and an adjunct faculty member of the School of Information Sciences at Wayne State University. She holds a Master of Library and Information Science with a School Library Emphasis and has worked as a school library media specialist for fifteen years (G. Marchesano, personal communication, October 1, 2020).

Pioneer Middle School has 869 students, 39 teachers, and is in Plymouth, Michigan (Great Schools, n.d.). The Pioneer Middle School Media Center has approximately 7,500 print books and 1,000 digital books in its collection (G. Marchesano, personal communication, October 11, 2020). Plymouth, Michigan is a suburban community located to the west of Detroit with a population of 9,154 people (United States Census, 2019).

High School (ninth grade – twelfth grade)

Brenda Carlson is the school library media specialist at Rochester Adams High School in Rochester Hills, Michigan. She has been the school library media specialist for ten years. Ms. Carlson has a Master of Library Science from Wayne State University and her National Certification.

Rochester Adams High School has 1,570 students and 100 teachers, and like Hampton Elementary, is located in Rochester Hills, Michigan (GreatSchools.org, n.d.). The Rochester Adams Media Center has approximately 11,000 books (Carlson, personal communication, September 28, 2020). Ms. Carlson is the only school media specialist on staff (B. Carlson, personal communication, September 28, 2020).

An Elementary School Library Media Specialist's Perspective

Ms. Bachman meets with each class once a week. She guides students with book selection. She reads aloud to each class. She teaches digital and information literacy lessons. She teaches students to use the online databases provided by the Michigan Library, specifically the Michigan Electronic Library Catalog (MeLCat.) "MeLCat is an online catalog service that allows patrons of participating libraries to borrow materials - books, movies, music, and more - from all over Michigan and have them delivered to their home library" (Michigan eLibrary, n.d.). She makes use of *PebbleGo*, an online, curriculum-based research tool for kindergarten through third grade students (PebbleGo, n.d.); *World Book Kids* (World Book, 2021); *Explora*, an online, interactive STEM (Science, Technology Engineering, Mathematics) resource for elementary students (Explora, n.d.); and *Britannica School* (Encyclopaedia Britannica, 2021). Most reference resources are now online with the exception of Almanacs. She encourages her teachers to use online databases with students, rather than defaulting to Google searches. She teaches students to write citations for their research assignments (J. Bachman, personal communication, September 29, 2020).

A Middle School Library Media Specialist's Perspective

Ms. Marchesano also supports students with book selection for independent reading. She supports classroom teachers by helping students find reference materials for research projects. She reports about 10% of her students' research relies on print materials. Plymouth-Canton School District issues Chromebooks to every student to use for schoolwork at no charge. She, like Ms. Bachman, uses the MeLCat resources available through the Michigan Library, including *Britannica School*. She uses *Gale in Context: Opposing Viewpoints*, which presents different viewpoints of current social issues (Gale: A Cengage Company, n.d.). Lastly, she makes use of *BrainPOP*. *BrainPOP* provides animated research resources for topics across subjects for kindergarten through eighth grade. *BrainPOP* includes current topics like Coronavirus (BrainPOP, 2020). She curates Destiny (Follett, 2021) collections of print and online resources for classroom teachers as they prepare for research assignments (G. Marchesano, personal communication, October 1, 2020).

A High School Library Media Specialist's Perspective

The bulk of Ms. Carlson's time is spent working with language arts classes. She also works extensively with seniors on their senior projects. She supports social studies classes as well. She makes use of e-books when working with the language arts classes. She also uses the MeLCat resources, like her colleagues at the lower grades. She curates collections for teachers to support research assignments. She provides research and citation instruction while the classroom teachers cover the course content (B. Carlson, personal communication, September 28, 2020).

Post-COVID: Teaching Through Disruption

In mid-March of 2020, everything changed in Michigan's public schools. The COVID-19 Pandemic forced school shutdowns. School districts scrambled to transition to distance learning. "The rapid advance of the virus disrupted and essentially disabled often well-structured face-to-face learning environments that were quite familiar to both learner and educator and relied on established learning

modalities” (Schultz & DeMers, 2020, p.3). Parents found themselves partnering with the schools to ensure that their children’s education remained uninterrupted. The entire system needed to be rapidly reimagined.

School library media specialists were already teaching students to access online resources to complete assignments. In 2019, researchers at the University of Alberta studied the school library media specialist’s leadership roles. They wrote, “All of the participants identified their teacher-librarianship training as being integral to having the opportunity to take on formal leadership roles. Each of the participants in this study graduated from the same graduate level teacher-librarianship education program and many credit this experience as the beginning of their leadership journey” (Branch-Mueller & Rodger, 2019). School library media specialists are uniquely positioned to lead school staff, students, and families through the transition to distance learning. The COVID-19 disruption brought not only challenges, but also opportunities for overdue change and growth for all of Michigan’s educational stakeholders.

Literature Review

In *American Libraries* magazine, Kathy Carroll, 2020–2021 AASL president reported, “Some school systems have been online for a while, and they’ve purchased databases and had conversations about how to use online resources,” School library media specialist’s expertise at finding online sources and providing technology support for faculty made them invaluable in 2020. Carroll continued, “For other students and educators, it’s been a new world. We heard stories throughout the spring about how librarians assisted other educators to get online” (Keeker, 2020).

School library media specialists are preparing for the eventual transition to in-person learning. Finding new ways to reach students, including joining online classes and using carts to bring books to classrooms, school library media specialists continued to be active participants in education. *Knowledge*

Quest, the journal of the American Association of School Librarians conducted a back-to-school survey. They found, "School librarians have always found a way to reach learners at the point of need. School librarians whose school library will be closed or used for classroom space plan to meet learner needs by taking bookcarts to classrooms for in-class check-outs (50%) and continuing to teach remotely (55%) or co-teaching with classroom teachers (38%)" (American Association of School Librarians, 2020).

As the pandemic shut down schools, librarians faced the challenge of providing independent reading material to students. In addition to working collaboratively with classroom teachers, school library media specialists began to reach out to parents. Rachel Grover, a librarian at Fairfax County public schools in Virginia writes, "Consider reminding parents and staff that digital reading is reading, too! Whether or not there is access to your physical space, e-books, audiobooks, and other digital media can be excellent ways to keep students reading" (Gilbert & Grover, 2020: p. 22).

Across the United States, school library media specialists continued to find ways to encourage independent reading with their students. The *TCA Regional News* reported on a Minnesota school saying, "The roles look different across the district -- at Bemidji Middle School, Pfleger [Bemidji Middle School Library Media Specialist] is helping students to access e-books with the new resources available to students due to COVID-19. Elementary library media specialists are connecting with younger children to encourage daily reading and asking them questions about their current books" (Olson, 2020).

School library budgets did not take pandemics into consideration when they were planned. School districts found themselves facing mounting, unexpected expenses. Sheila Intner, Professor Emerita at Mount Holyoke College argued, "We are providing the materials and information our people need to succeed in getting through the pandemic without losing themselves to ignorance and fear. They need our help and you have to make it possible for us to help them. That is the most important plea each library administrator must make and continue to argue until they get what they need" (Intner, 2020: p.9).

An article from the *Texas Library Journal* looks to the future and the practices school library media specialists will continue to embrace saying, “[W]e can still take advantage of some really great programs to flip the classroom and allow students to learn at their own pace, finish their assignments online, while getting instruction time with teachers and more assistance from staff all over the school.” (Santos, 2020: p.68). Educators found new online tools to engage their students in distance learning settings. While educators felt the stress of transition throughout 2020, it was clearly also a time of innovation and growth.

As school districts sought to re-engage students in new learning environments, the need for professional development and support for teachers was clear. Laura Summer (2020: p.33), assistant clinical professor at the University of Colorado expressed concern regarding teaching staff saying, “Professional learning that is relationship-based, empowering, and grounded in social and emotional learning (SEL) will prepare educators to build equity and self-efficacy for re-engaging learners in the coming school year, whether teaching online or in person”. School library media specialists provided professional development as teachers transitioned to their new roles as online instructors, as well as social and emotional support as they created online gathering spaces for teachers to share and debrief (Summers, 2020). The COVID-19 disruption of 2020 highlighted the leadership roles of school library media specialists in the school community as they facilitated educational collaboration between teachers, administrators, parents, and students.

An Elementary School Library Media Specialist’s Perspective

In the spring of 2020, information technology support became a larger part of Ms. Bachman’s job as she worked to provide support for overwhelmed teachers, students, and families. She needed to teach the students how to use Sora, an online reading application that gives access to e-books. She also provided consultation for teachers regarding how copyright laws apply to books being shared online. She has been encouraging her students to make use of the online resources available through the Rochester Public Library.

In the fall of 2020, Rochester Community Schools offered the choice between “remote learning” and a “virtual academy.” Remote learning students began the school year with online instruction. They will transition back to face-to-face instruction when the district deems it is safe. The virtual academy students will have online instruction for the first semester. In December 2020, families will evaluate whether they want to continue online instruction through the year’s end. This is a model being followed by many school districts in the metropolitan Detroit area.

As of fall 2020, Ms. Bachman has 10 “remote” sections and 15 “virtual” sections. She meets with each section for 30 minutes. Pre-COVID, she was able to meet with each class for an hour each week. There is pressure to cover the same amount of material in less time. She is thankful that she taught her students to use Google Classroom and how to send emails before the COVID-19 disruption. The school still precludes circulation of print books due to heightened health concerns, however, the Rochester Public Library has a bookmobile that has been circulating in the community this fall (J. Bachman, personal communication, September 29, 2020).

A Middle School Library Media Specialist’s Perspective

Ms. Marchesano described the transition to online learning as “very abrupt.” Their last day of face-to-face instruction was March 13, 2020. Her primary goal was to “get books into the kids’ hands.” She shared videos with her students to help them navigate the library website. Since Plymouth-Canton already provided Chromebooks, her students had devices, but not everyone had Internet access. Her district worked to provide hotspots for students in need. They found many students did not have library cards, so she worked with the public library to get library cards, allowing them access to the public library online resources. She collaborated with the public library to provide book talks.

Ms. Marchesano reported that classroom teachers began to collaboratively plan lessons. She has been able to provide not only lesson planning support, but also social-emotional support. She

hosted online gatherings to provide connection and support for the staff (G. Marchesano, personal communication, October 1, 2020).

A High School Library Media Specialist's Perspective

Ms. Carlson used the word “nightmare” to describe the transition to online learning this spring. She reported that her role shifted to include much more information technology support for staff and less interaction with students. Instruction has more structure this fall than it did in the spring of 2020. Her students are making good use of the public library resources during distance learning. Her language arts teachers are beginning to bring her into their online classrooms this fall for co-teaching opportunities with research projects again. She is pleased that her district is beginning preparations to phase back face-to-face learning (B. Carlson, personal communication, September 28, 2020).

The Practices That Serve Us Well

Many districts in Michigan again find themselves in a liminal space in the fall of 2020. Some districts are beginning to transition back to face-to-face instruction. While the pandemic is not yet over, enough time has passed that school library media specialists have had an opportunity to reflect on what worked well during the disruptions of 2020. Below are some of the practices that proved their value this year and will continue to serve them well as they press into the future.

Learning Commons

As school districts seek to update aging library facilities, inevitably discussion turns to Learning Commons. While this is commonly perceived as a new trend, its roots extend to antiquity. The Greek library at Pergamum, designed by Attalus (241-197 B.C.E.) had reading rooms, spaces dedicated to public discourse, storage rooms, and a room dedicated to lectures (Buchanan, 2012).

The Learning Commons model is transforming school libraries. Judith Ann Sykes describes the Learning Commons model stating, “Learning Commons pedagogy incorporates both physical and virtual

realms where students and teachers are welcomed, focused on learning, and able to connect and communicate locally and globally” (Sykes, 2016: p. xii). The Learning Commons pedagogy, rather than being simply the result of a physical remodel of library facilities, shifts the mindset of the entire school. Its implications are far-reaching. Classroom teachers and school library media specialists become partners in the instruction process, planning lessons together and co-teaching lessons. The library becomes the physical and virtual learning center of the school.

School Library Media Specialist’s Perspectives

A few years ago, Rochester Adams High School remodeled their library. They sought to create a Learning Commons environment. There are booths that encourage students to use the space for group study. During lunch, the library fills with students. There are Smart Boards and classroom space available, as well as multiple computer labs. The school culture has shifted to a more collaborative environment. Since transitioning online, teachers have been using virtual breakout rooms in their online instruction to continue to foster student collaboration (B. Carlson, personal communication, September 28, 2020).

Guided Inquiry

An Australian-based study found that, “teacher librarians are strong advocates of inquiry learning based on inquiry process models. The use of the inquiry process models and the emphasis on questioning ideas indicates that teacher librarians have evolved their practice from an information literacy or information-seeking focus to a more holistic focus” (Lupton, 2015: p. 19). Guided Inquiry models encourage students to determine their topic of study. Students become engaged researchers, honing critical thinking and presentation skills.

In *Making the Shift: From Traditional Research Assignments to Guiding Inquiry Learning*, Maniotes and Kuhlthau (2014: p.9) offers an alternative to the “traditional k-12 research assignment.” Her model of Inquiry-Based Learning has been widely implemented in k-12 schools. She differentiates

between exploration and collection of information, arguing that a student must first explore a topic before being able to form a question to investigate. She submits that the formal question comes mid-investigation, rather than at the outset (Maniotes & Kuhlthau, 2014). An initial period of topical exploration prioritizes the value of research and develops skills that transform students into lifelong learners.

In *Just Let Me Go at It: Exploring Students' Use and Perceptions of Guided Inquiry*, the authors state, "GID [Guided Inquiry Design] is different from other inquiry learning models in its emphasis on delaying the creation of a topic focus (i.e., an inquiry question) until the student is engaged by the topic and has some idea of its scope" (Garrison, Fitzgerald, & Sheerman, 2018). Inquiry-based models of instruction allow students more time researching, which in turn gives them a deeper understanding of their topic. Students are allowed more control of their own learning and creation process, and as a result, take greater ownership of their work. Students also hone presentation skills as they share their work with their classmates.

The Library of Michigan has adopted the *School Libraries in the 21st Century* (SL21) benchmarks. The inquiry benchmark is listed in Figure 1 below. The SL21 benchmarks recommend an inquiry-based approach. School library media specialists in Michigan are implementing inquiry-based approaches in their libraries and sharing inquiry research practices with classroom teachers.

"BENCHMARK: INQUIRY-BASED RESEARCH

The School Librarian:

- Provides instruction in research strategies and evaluating the accuracy, perspective, credibility and relevance of information, media, data, or other resources.
- Provides instruction in using authoritative sources and in appropriate citation of sources.
- Instructs using an inquiry-based process
- Instructs in accessing, comprehending, and synthesizing primary source data, scholarly and/or peer reviewed sources.
- Instructs learners to create and share new knowledge in multiple formats."

Figure 1: School Libraries in the 21st Century Inquiry-Based Research Benchmark (Library of Michigan, 2020)

School Library Media Specialist Perspectives

Ms. Bachman, elementary school library media specialist, follows the Big 6 model for inquiry instruction. She allows the students to choose their own topics and asks lots of questions. She spends time with students helping them narrow their topic to a focus question (J. Bachman, personal communication, September 29, 2020). An overview of the Big 6 Process Model is provided in Figure 2 below.

Step 1 Task Definition	Students define the problem and the information they will need to solve it.
Step 2 Information-Seeking	Students plan the information-seeking strategies they will use and select sources.
Step 3 Location and Access	Students locate sources and search for information.
Step 4 Use of Information	Students engage with sources and extract relevant information.
Step 5 Synthesis	Students organize information into presentations or reports.
Step 6 Evaluation	Students evaluate their final product and reflect on their process.

Figure 2 - The Big 6 Process Model (Eisenberg & Berkowitz, 2018.)

Ms. Marchesano reports that the degree to which she uses a guided inquiry approach depends on the classroom teacher. About 30% of the classroom teachers follow a guided inquiry model when assigning research projects. Many classroom teachers still prefer assigning specific topics to students and follow a traditional teaching style (G. Marchesano, personal communication, October 1, 2020).

Ms. Carlson takes a guided inquiry approach when working with her language arts students. She described a research project on the United States during the 1920s. (The 1920s in the United States was a time of transition between World War I and the Great Depression, which began in 1929. It was a time of economic growth, during which many cultural norms were challenged.) Her students explore topics relating to the 1920s, develop a focus question, investigate, and report back to the class (B. Carlson, personal communication, September 28, 2020).

Co-Teaching

School library media specialists have long supported classroom teachers through collaborative planning and co-teaching. In March of 2020, school library media specialists found themselves working with a new collaborative partner: parents. As parents struggled to support their students' transition to distance learning, school library media specialists were a vital link to the school.

Co-teaching leverages the school library media specialist's information expertise with the classroom teacher's content expertise. The relationship between school library media specialists and classroom teachers is critical to successful co-teaching. "Teachers' feedback shows that the interpersonal aspects of co-teaching relationships are very important in establishing and maintaining successful co-teaching partnerships" (Donavan, 2018; p.127). Students benefit from watching the interactions between the library media specialist and their classroom teacher, seeing collaboration modeled in their classroom. "When we co-teach in the school library or in her classroom, the students benefit because we keep up a dialogue, adding layers of meaning and suggestions to our explanations and giving students multiple ideas to foster their critical thinking" (Kilker, 2012: p. 43). Collaboration is critical in the online environment for both students and teachers. "In Zoom, features like Breakout Rooms enable students to collaboratively create meaning and presence" (Henrickson & Creely, 2020: p. 204).

School Library Media Specialists' Perspectives

This fall, Ms. Bachman is teaching 10 remote sections and 15 virtual academy sections each week. Unfortunately, with 25 sections each week, there is not much time left for co-teaching. She coordinates with classroom teachers and supports their research assignments, helping students find reference materials and teaching them to write citations (J. Bachman, personal communication, September 29, 2020). For co-teaching to be possible, library media specialists need some flexibility in their schedules.

The middle school and high school library media specialists both co-teach with classroom teachers. They have flexible schedules that allow them to work in collaboration with classroom teachers. Ms. Carlson is currently planning with language arts classroom teachers to begin their students' inquiry-based research assignments on the 1920s in the United States. She uses graphic organizers to help students with their inquiry process and is planning to use those digitally whether students are in a face-to-face environment or still online (B. Carlson, personal communication, September 28, 2020).

Information Literacy

During the COVID-19 disruption, evaluating source reliability has become an issue of national concern. On social media, citizens share videos from very questionable medical sources. "About two-in-three U.S. adults (64%) say fabricated news stories cause a great deal of confusion about the basic facts of current issues and events" (Barthel, Mitchell, & Holcomb, 2016).

With the proliferation of unreliable sources on the Internet, the need to explicitly teach students information literacy skills became clearly apparent. "Fake news is often used to describe false or extremely biased stories and the term has become a part of the cultural zeitgeist. School librarians have been able use it to reinforce the need for information literacy instruction" (Spisak, 2020: p. 152).

"[W]e have the potential to see a social change whereby students will begin to excel in information literacy and technology both academically and personally as the common core standards push teachers to create activities that foster critical thinking" (Taylor, 2015: p. 118). It became apparent that as student instruction moved online, they must be able to identify whether an online source is reliable. Teachers also were challenged to find reliable sources to share with their students and staff.

School Library Media Specialist's Perspectives

Ms. Marchesano shared that she has focused on students using information effectively and ethically. Her goal is that students will independently identify reliable sources. She teaches students to

identify bias. “That’s a big one right now,” she shared (G. Marchesano, personal communication, October 1, 2020).

Conclusion: Moving Forward

In the face of the COVID-19 disruption, the practices described above have proven their value. A Learning Commons philosophy readily transitions to the online environment. Teachers and school library media specialists realized the importance of working collaboratively, both co-teaching and giving students opportunities to collaborate. Guided Inquiry skills allowed students to make use of familiar online resources like the MeLCat (Michigan eLibrary Catalog) system of the Library of Michigan. Information literacy skills helped students to intelligently interpret data, seek the provenance of sources, and determine the validity of information found in the online world.

The COVID-19 pandemic has revealed what school library media specialists already knew. The school library is the heart of the school, whether virtual or in-person. The potential for collaboration, as promoted in the Learning Commons model, has become a lifeline for teachers who have struggled to regain their footing in this new world of distance learning. A desire to help their fellow teachers is often what drives teachers to become school library media specialists. In a study done on the development of leadership qualities among school library media specialists, one of the participants shared the following quote: “My focus was teacher-librarianship, educational technology, and inquiry learning. In that role, what we did was a lot of workshops for teachers, finding resources and making them available on our intranet. We did a lot helping teachers if they had questions, co-teaching, co-mentoring, working together as a group to say here is the new curriculum what are some ways to make it easier to implement it?” (Branch-Mueller & deGroot, 2016: p.4).

Ms. Marchesano shared that she was the one person in the building that everyone already knew, so it was natural to bring teachers together online to support each other (G. Marchesano,

personal communication, October 1, 2020). The COVID-19 disruption has given school library media specialists an opportunity to shine in the greater community, beyond the school's physical walls. As classroom teachers and parents looked to school library media specialists for advice and support during the COVID-19 disruption, familiar practices proved their worth, easing the transition to distance learning. These practices will continue to support success in the future.

Author Biography

Heather Kapanka began her career teaching biology and physical science in Ferndale, Michigan. Classroom teaching convinced her of the value of inquiry-based instruction. She continued her work in education as an educational consultant for Macmillan/Mcgraw-Hill Publishers, where she provided product support and professional development training for kindergarten through eighth grade teachers. She is currently completing her Master of Library and Information Science Degree at Wayne State University in Detroit, Michigan.

Appendix A

Interview Questions
1. How do you normally provide reference skill instruction to students?
2. Before COVID, what percent of your students' research relied on print materials?
3. Describe how you provide reference support to teachers?
4. Do you ever co-teach with teachers when they assign research projects?
5. Describe your experience of the transition to online learning in the spring of 2020
6. What are you thankful that you taught your students pre-COVID that made their transition easier?
7. How did COVID affect access to information for your students?
8. How did your role change during online instruction?
9. Were there changes between last spring and this fall regarding online learning?
10. Were you able to engage with your students during COVID? What percentage of students? What did that look like?
11. Did you provide technical reference support for teachers during COVID?
12. Did you provide consultation regarding copyright issues for teachers during online learning?
13. How will your experiences during COVID change the way you teach when we return to in-person learning? Particularly regarding information literacy?
14. Did you collaborate with public libraries during the COVID disruption? Can you describe that?
15. To what degree does your school follow a learning commons philosophy?
16. To what degree do you follow an inquiry-based approach to research assignments?

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