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Visit <http://knowledgequest.aasl.org> to read this online exclusive.
Our schools and libraries are very diverse. If we do not use our own cultural intelligence and try to improve ourselves in preparation for multicultural interactions, we will not be as effective.

Cultural Intelligence: Ability to Adapt to New Cultural Settings — pg 8
Welcome to another fine issue of Knowledge Quest! A vibrant visitor to my mailbox five times a year for over a decade, this publication continues to be a window into the many wonders of a profession we all love. In the same way, notifications of new blog posts on Knowledge Quest’s online presence bring glimpses into the innovative happenings in school libraries across America, and sometimes around the world! The theme of this issue, international school libraries, inspires me to share a personal story here in my final presidential column.

When I was a sophomore in high school, I won an essay contest that changed my life. The prize for the winning essay was a trip with two stops: three days in Washington, DC, followed by three weeks exploring Germany as part of a group of fifty high school students from across North America. The trip, sponsored completely by Daimler-Benz (before the Chrysler merger), represented a lot of firsts for me. One notable one was the unique chance to turn sixteen on a high-speed train traveling across Germany. The first that transformed me most was the realization that I was the only Alabama native in a group of people who had never met a person from Alabama—frankly, I was one of the first Southerners many of the other students on the trip had ever met. The way I spoke, dressed, and conducted myself mattered because I was leaving lasting impressions on my fellow travelers. I am sure my parents had instilled that awareness in me prior to the trip, but this trip to Germany is when and where the realization took hold and transformed my outlook on the world.

It took an international trip as a teenager for me to recognize that my individual actions can leave a lasting impression. This understanding that I do not always get to choose when or what I am a spokesperson for has come to mind a number of times during my service to our profession the past few years. As school librarians, we are often the only voice for the library profession in our schools, making us all school library spokespeople. When did you realize that you are the school library spokesperson in your school or community?

We can never lose sight of the fact that effective school libraries change lives through the ways we welcome our learners on their journeys to access information, whether these sojourns are for education, for leisure, for safety, for understanding, or for some combination of all of these. This fact is not an American fact—this is a school library fact that transcends political boundaries.

Fanning the Flame of Advocacy—Inside and Out

Steven Yates, 2017–2018 AASL President | steven.d.yates@ua.edu

We are working to be sure your work is highlighted, valued, and supported, and we hope you will share with us your ideas on how the work of AASL can strengthen the grassroots, frontline advocacy work you do every day.

We are working to be sure your work is highlighted, valued, and supported, and we hope you will share with us your ideas on how the work of AASL can strengthen the grassroots, frontline advocacy work you do every day.
When I think of the fantastic group of volunteers I have served alongside this year—the AASL Board of Directors—we come from a variety of backgrounds, yet we remain focused and motivated to advocate for a certified school librarian in every public, independent, and charter school. These determined leaders speak for school libraries across the United States, and we know that the work you do matters. We are working to be sure your work is highlighted, valued, and supported, and we hope you will share with us your ideas on how the work of AASL can strengthen the grassroots, frontline advocacy work you do every day.

As I work with my pre-service students at the University of Alabama School of Library and Information Studies on effective ways to implement the National School Library Standards, I am reminded again of the power of the work we do. In much the same way that school librarians impact the reading, literacy, curricular, and professional development cultures of school communities each day, AASL’s National School Library Standards impact our planet’s school library community in the same areas. In today’s connected environment, anyone in the world who has Internet access or a copy of the wonderful standards book can explore the standards and put them into action in ways that are locally meaningful and sure to be life changing—for students and for librarians. We can never lose sight of the fact that effective school libraries change lives through the ways we welcome our learners on their journeys to access information, whether these sojourns are for education, for leisure, for safety, for understanding, or for some combination of all of these. This fact is not an American fact—this is a school library fact that transcends political boundaries. We are fortunate to be members of our profession, and we cannot squander our chances to share our stories across our communities.

I hope you enjoy the perspectives on international school libraries included in this issue, all coordinated by guest editor Lesley S. J. Farmer. I encourage you to reach out to Lesley or any of the authors of this issue’s feature articles—Jennifer L. Branch-Mueller, Connie Champlin, Nancy Everhart, Karen Gavigan, Kelly Grogg, Janet Lee, Dianne Oberg, Barbara Schultz-Jones, and Michele A. L. Villagran—to learn more about how you can connect to school libraries across the world.

I also hope you will indulge me as I take this opportunity to thank, in writing, the wonderful volunteers who have served on the AASL Board this year. Cheers to these school library advocates in reverse alphabetical order (reverse because the end of the alphabet deserves to go first sometimes): Katie Williams, Linda Weatherspoon, Wendy Stephens, Sarah Searles, Ann Schuster, Devona Pendergrass, Ann Morgester, Heather Moorefield-Lang, Kelly Miller, Kathryn Roots Lewis, Robert Hilliker, Laura Hicks, Pamela Harland, Susi Parks Grissom, Judy Deichman, Audrey Church, Diane Chen, Maria Cahill, and Lisa Brakel. You are welcome to visit <www.ala.org/aasl/about/board> to see their brilliant headshots and learn more about their board roles. If you happen to see any of these people in person, give them a high five or fist bump for me, will you? Also, if you would like to be a part of the AASL Board, let me know; I will be the chair of AASL’s 2018–2019 Leadership Development Committee and hope you will reach out to me today!

Steven Yates is an assistant professor at the University of Alabama in Tuscaloosa. In 2017 he received the Lois Henderson Presidential Award from the Alabama School Library Association. With Karen Chapman, he coauthored the article “The Impact of Monographs Crisis on the Field of Communication” in the May 2017 issue of the Journal of Academic Librarianship.
I heard a new term the other day: glocal. It relates to the interconnection of global and local issues. This Knowledge Quest issue explores global aspects and local implications of school librarianship.

A recent example of glocalization was the 2017 International Association of School Librarianship (IASL) conference held on my campus: California State University, Long Beach. The theme was “Learning without Borders,” which was certainly the case as two hundred school librarians, library educators, and library vendors from around the world participated in a myriad of research and professional-practice presentations. Some of the campus volunteers had never been outside the United States, and they were overwhelmed with the international representation from twenty-eight countries; it was a once-in-a-lifetime event for the volunteers.

The universal professional values that school librarians share helps them gain global competence through their interaction with peers from different countries and cultures—thus this issue of Knowledge Quest.

Such conferences are one example of ways that school librarians grow in the profession. In this Knowledge Quest issue Jennifer Branch-Mueller writes about her investigation of work habits of school librarian educators on six continents. She found that there were no real differences in terms of faculty research productivity by country; the most important factor was if the institution was research-intensive.

But how often do school librarians share those global values and local practices with one another? And why does this sharing matter? When librarians and their communities can navigate cultural differences effectively, and establish meaningful cross-cultural relationships, they become better equipped to live and contribute to the global society.

The AASL National School Library Standards explicitly address global communities in two of their shared foundations: Include and Engage. The school library is supposed to “represent all members and their places in a global learning community” (2018, 77), and school librarians must provide “opportunities for learners to adjust their awareness of the global learning community” (2018, 76). Furthermore, school librarians and school libraries should encourage participation in such global communities. The emphasis in this Knowledge Quest is on diverse viewpoints and contributions.

Former AASL President Nancy Everhart sets the stage by describing three major international associations pertaining to school librarians: the International Association of School Librarianship (IASL), the International Federation of Library Associations and Institutions (IFLA), and the International Society for...
Technology in Education (ISTE). She notes the benefits of becoming involved in an international organization; among them are gaining access to information and other resources, networking, and attending conferences in places such as Tokyo, Cape Town—and Long Beach.

Deeper involvement and significant impact are detailed by Dianne Oberg. She, as secretary of the IFLA School Libraries Section, and section chair Barbara Schultz-Jones (author noted below) spearheaded a two-year process involving a wide network of librarian contributors from around the world. The result was the 2015 revised edition of IFLA School Library Guidelines. These guidelines offer universal principles and reflect current research, practice, and conditions of 21st-century school librarianship.

Emphasizing another area of impact of these associations, Karen Gavigan summarizes recent research that has been conducted internationally, focusing on reports in IASL’s journal, School Libraries Worldwide, and papers presented at international school library conferences. Some of these studies have specific cultural or national implications, but most of the studies have international implications that could be leveraged locally by school librarians. She also shows how gatherings of school librarians, such as at IFLA’s annual congress, can lead to an efficient identification of current research needs, several of which are experienced across national and cultural borders, such as research focused on information literacy.

Of course, nothing beats extended face-to-face authentic experiences with school librarians in another country and culture. Barbara Schultz-Jones has led ten study abroad programs in which participants engage in service-learning projects for a host school library. Review of the program found that “the international aspect of the experience provided participants with a fresh look at how librarianship can be performed, and challenged their expectations regarding what they think libraries should do and how they should operate.”

Other international school library projects exist around the world for school librarians. Substantial commitment is required of one special agency: the Peace Corps. Many returning Peace Corps volunteers want to continue their service to overseas libraries (as I did). Connie Champlin, who chairs the International Sustainable Library Development Interest Group within ALA, writes about representative Peace Corps library projects.

We can use the fulcrum of international school librarianship to leverage cultural intelligence and global competency. We can contact relevant school librarians around the world to better understand the library and information experiences of our students and their families who may have immigrated recently. We can call upon the resources of international library organizations, a wonderful example being IFLA’s 2016 publication The World through Picture Books, to enrich our library collections so that our students can read about their own culture and appreciate other cultures. We can apply school library research that provides effective ways to engage all students in information and digital literacies so that they can appreciate different cultures and contribute to a global society. And we can get to know our school community on a personal level, just as we network with our school librarian peers, to share our values and work.

Go glocal.

Dr. Lesley Farmer is professor of library media and coordinator of the Teacher Librarian Services Credential Program, Department of Advanced Studies in Education and Counseling, California State University, Long Beach. She also coordinates the California State University ICT (Information and Communication Technology) Literacy Project. Among her recent publications are Managing the Successful School Library: Strategic Planning and Reflective Practice (ALA 2017); “Optimizing OERs for Optimal ICT Literacy in Higher Education” in Handbook of Research on Mobile Technology, Constructivism, and Meaningful Learning (IGI Global 2017); and “Collective Intelligence in Online Education” in Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning (IGI Global 2018). In 2017 she received the AASL Distinguished Service Award. Former chair of IFLA School Libraries Section, she still serves on the section’s Standing Committee. Also an active member of IASL, she is chair of the School Library Education Special Interest Group and was the 2017 conference coordinator. She also serves on committees for the Association of College and Research Libraries and the Special Libraries Association.

Work Cited:
Abi lity to Adapt to New Cultural Settings

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Our schools and school libraries are becoming more diverse. What cultural barriers do you face in your position? Have you come across challenges in how you handle cultural situations with students, teachers, or administrators? If so, have you considered skills that can help you facilitate conversations more effectively? How would you rate your organization’s effectiveness managing cultural situations?

This article discusses how the use of cultural intelligence can address these concerns and help make us become more effective school library professionals.

What Is Culture?

Culture matters when considering any situation. Because culture has many definitions, for purposes of this article, consider culture as shared beliefs, values, assumptions, and behaviors that distinguish one group from another. Think about how your own culture and the culture of others can have a positive or negative impact on a situation.

What Is Cultural Intelligence?

P. Christopher Earley and Soon Ang officially defined cultural intelligence in 2003; however, it is not a new concept. We each have a cultural intelligence level (CQ) that measures how successful we are when dealing with cultural settings. There are times when an individual may be able to handle cross-cultural situations better than other people, and this is because of the individual’s CQ.

Cultural intelligence is the capability to adapt and function effectively in new cultural situations. Earley and Ang (2003) initially introduced three facets or factors relevant to the cultural intelligence framework: cognition, motivation, and behavior. Soon Ang and Linn Van Dyne (2008) extended the model to include four types of factors that, when used together, lead to effectiveness in adapting to different cultures: metacognitive, cognitive, motivational, and behavioral. In our own cultures we are usually well versed in our own norms, behaviors, and customs enabling us to understand what may be going on in a situation. It is when we interact with others from different backgrounds that we see that ideals and actions may mean something entirely different to someone else. At times like this we become stressed, worried, and, often, uncomfortable about a situation.

Think about a situation in which you worked with a student or parent and differing views came into play and created tension or affected the success of the interaction. If you had been applying your cultural intelligence, that interaction may have been completely different. To ensure that interactions are successful, we must be prepared and take action beyond only being aware of differences.

Cultural Intelligence Factors

The CQ model is based on social and psychological aspects, building upon research by Robert Sternberg on the loci of multiple intelligences (1985). Part of the process of cultural intelligence is to examine, observe, and understand yourself and others based on cultural aspects.

The cultural intelligence model as illustrated by the Cultural Intelligence Center (2017) contains four factors that you can apply in your own work. Once you understand each factor, you can begin to apply them and see the impact you are making. The four factors are flexible; you can improve upon any area in which you may be weak. Think of each factor as a piece within a larger pie as seen in the cyclical image in figure 1.

The model begins with drive. Drive is your own motivation and confidence to succeed in unfamiliar multicultural situations. If you lack this drive—or it is weak—you may be ineffective in interactions with others who have perspectives different from your own. The second factor, knowledge, is the cognitive piece involving knowledge about other cultures. Do you understand similarities and variances of multiple cultures, including your own? Strategy, the third factor, relates to your understanding of your own judgments. How do you strategize and plan in light of them? This metacognitive element requires a plan for these interactions. The last factor, action, focuses on behavior.
Think about a situation in which you worked with a student or parent and differing views came into play and created tension or affected the success of the interaction. If you had been applying your cultural intelligence, that interaction may have been completely different.
based on that plan. What does your behavior look like when you are faced with a challenging cultural situation? Do you reflect, do you modify your behavior, or do you stay still and not change? Successful action reinforces drive, and the cycle continues.

Using all four factors is essential to employing cultural intelligence effectively. Our schools and libraries are very diverse. If we do not use our own cultural intelligence and try to improve ourselves in preparation for multicultural interactions, we will not be as effective. According to the research, high cultural intelligence has proven positive results, including positively impacting cross-cultural adjustment and morale, resulting in greater personal well-being, and leading to better work performance (Cultural Intelligence Center 2017).

Applying Cultural Intelligence

Application of cultural intelligence can start with the smallest interaction (one-on-one) to a group or department interaction. You can start today! Here are a few examples within a school library that you may want to consider.

Are you entering into an agreement with a library and information science vendor for materials? Will you need to negotiate terms of the contract? If so, you can use your CQ to prepare, understand the vendor’s mindset, and improve successful negotiations, particularly international negotiations.

Do you coach or mentor others at your school library or even within an association? If so, use your CQ to help develop these individuals into leaders within our profession.

How did you train for your own international assignment? If you are given an international assignment, prior to executing the assignment you should be trained on cultural intelligence to help with the transition.

Have you considered your own professional development? What conferences, events, or webinars do you participate in? You can incorporate cultural intelligence into your own professional development plans and create an ongoing development plan. (E-mail me to ask how to take an online cultural intelligence assessment and learn more.)

Is diversity and inclusion training required at your organization? Instead of focusing on mere compliance with requirements, fostering development of cultural intelligence offers a new method and focus for these trainings.

Do you handle performance reviews or are you a school library professional who receives a performance review? If the answer to either is “yes,” CQ can be used to assess candidates in their performance reviews whether for promotion, hire, or a raise.

Our school libraries are diverse and becoming more so. Did you know that we now have at minimum five generations (if not six, depending on where the generations split) in the workforce? This means that teachers, administrators, staff, vendors, etc. vary in their perspectives, and we need to be aware of how to interact culturally with each generation. We also need to be cognizant of our student population and the genera-
tional aspects of their age cohort. You can use the cultural intelligence model to help you understand those aspects. The framework above is both a process for approaching cultural situations and a means for measuring cultural intelligence. Cultural intelligence assessments provide greater understanding of your own group, or team levels of CQ, so that you can plan accordingly.

**Relevant Library Association Standards, Guidelines, and Statements**

Standards and guidelines within our profession offer some insights about cultural competency and its role in learning. The new American Association of School Librarians (AASL) standards, *National School Library Standards for Learners, School Librarians, and School Libraries*, were launched in November 2017. Of the six Shared Foundations within the standards, cultural intelligence is most applicable and integrated within the Shared Foundation of Include. The Include Key Commitment for learners and for school librarians states that they will “demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community” (AASL 2018)—in other words, demonstrate empathy and equity as they embrace diversity and make informed decisions.

The four Domains (Think, Create, Share, Grow) within the AASL Standards align with the four capabilities of CQ as shown in figure 2. The Grow Domain when applied to CQ is the opportunity to learn about others, but also to be motivated and energized to learn about differing opinions and beliefs. In the Think Domain as it applies to CQ, learners use their cognition to understand and learn about differing ideas. Within the Create Domain learners start to make connections and plan for encounters or strategize. Last is the Share Domain. To demonstrate respect when sharing, approaches to communicating with others who have diverse backgrounds and diverse thoughts may need to be adjusted.

As school library professionals, you can demonstrate diversity, inclusion, and equity in a number of ways, starting with awareness and engagement (CQ drive/AASL Think Domain). Next, you are interacting with diverse groups, a circumstance that offers a chance to understand and learn about differing views (CQ knowledge/AASL Create Domain). With CQ strategy/AASL Share Domain, you are now facilitating experiences, planning for them, and contributing to differing conversations with diverse individuals. Last, CQ action/AASL Share Domain encompasses modifying actions and behaviors to take advantage of opportunities for providing a welcoming atmosphere and supporting learners’ empowerment in diverse situations. It is at this point that you are enacting CQ and demonstrating school librarian competencies as a whole.

AASL adopted a position statement on diversity in January 2011, and respect for the value of diversity permeates AASL’s vision statement, values statement, and 2009 strategic plan. In the position statement on diversity, AASL affirms its commitment to diversity of membership, inclusiveness, and fostering student success and empowerment in an inclusive environment. Looking at leadership roles and supporting efforts to increase diversity in this area are

![Figure 2. Parallels between CQ factors and Domains in AASL Standards.](image-url)
also important in the context of AASL values. The model of cultural intelligence is another way to look at diversity. Consider how you can incorporate demonstrating and fostering CQ in your schools to help embrace that diversity.

The International Federation of Library Associations and Institutions’ *IFLA School Library Guidelines* (2015) focus on helping library staff with their efforts to provide students and teachers with effective programs and services. Culture is discussed throughout these guidelines in various areas, including instruction, curriculum, inclusion, community involvement, and resources. School librarians should take a close look at these guidelines, and determine how to get started and implement the cultural aspects.

Other standards and guidelines are also helpful for school library professionals to review because each document focuses on a unique audience. The Association of College and Research Libraries (ACRL), the Association for Library Service to Children (ALSC), and the Young Adult Library Services Association (YALSA), all divisions of ALA, each offer detailed information to help us understand where cultural competency fits within our profession. To review each association’s standards and guidelines, view their dedicated pages on the ALA website:


YALSA Core Professional Values for the Teen Services Profession (2015) <www.ala.org/yalsa/core-professional-values-teen-services-profession>

Your own school libraries or schools may have policies and standards in place that incorporate cultural competency. Now is the time to review those or take steps to revise or create policies and standards that include cultural intelligence.

### Getting Started with Cultural Intelligence

It is never too late to start understanding cultural intelligence. Beyond reviewing policies and guidelines, you can begin keeping the cultural intelligence framework in mind while observing interactions. Determine what factors are at play and what could be done differently to make the interaction successful. Interacting with an unfamiliar culture offers the opportunity to practice and explore your own use of cultural intelligence. Learning about others—for example, students’ experiences, values, and perspectives—will help you to deliver better service. It is a time investment in yourself and our profession. Ongoing assessment, training, and a commitment to cultural intelligence can help us become more effective school librarians.

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**Dr. Michele A. L. Villagran** is a lecturer at the University of North Texas and CEO of CulturalCo, LLC. She is coauthor of the forthcoming book *Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries*, 2nd ed. (AALL Publication Series, Hein 2018) and wrote “Tackling Culturally Diverse Situations with Ease” in the Winter 2016 issue of Peer to Peer magazine for the International Legal Technology Association. In 2017 she was appointed a member of the Special Libraries Association Diversity and Inclusion Task Force. Michele has also served the San Diego Area Law Libraries chapter of the American Association of Law Libraries as vice president (2015–2016), president (2016–2017), and past president (2017–2018).

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Study Abroad: School Librarians Go Global

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Gaining professional experience for pre-service school librarians is essential and can be accomplished through curriculum requirements such as practicums, internships, or field experiences. These experiences are designed to prepare school librarians for active professional roles by providing an environment in which they can put classroom theories into practice and encounter the realities of interacting with a diverse set of students and student needs.

Incorporating study abroad experiences extends this professional experience by offering cultural opportunities around the globe that deepen and enhance professional and personal growth. Study abroad options include:

- **Exchange programs**: allow students to spend a semester or full year at a partner university; grades earned abroad are applied as transfer credits.
- **Affiliate programs**: allow students to participate in programs held at the university or the institute associated with the affiliate university.
- **Faculty-led programs**: allow students to take one or two 3-credit courses, usually during the summer or winter interim sessions.

For school librarians, it can be challenging to locate a study abroad program suited to their interests. However, exploring options for problem solving, computational thinking, design thinking, and collaboration contribute to the development of new media skills that librarians of all types are expected to facilitate through their programs and services. Universities with school library programs typically offer study abroad programs, and it’s worth investigating the options for opportunities to broaden professional and personal experience.

**Service-Learning Study Abroad**

Since 2002 the University of North Texas (UNT) Department of Information Science’s School Library Certification Program has regularly offered a service-learning study abroad program. Service learning, according to Robert G. Bringle and Julie A. Hatcher, is “a credit bearing educational experience in which students participate in an organized service activity that meets identified community needs” (1996, 222).

For school librarians this involves engaging in a two- to three-week service-learning project designed to meet the goals and objectives of the host international school library. The program offering is designed not only to give students exposure to librarianship but also to give them a chance to expand their cultural acuity. The course objectives include building student competence to:

1. Assess the needs of the library community for library access.
2. Identify and address the cultural competencies for the context of the clientele.
3. Assess the school library collection.
4. Prepare a comprehensive library work plan.
5. Prepare recommendations for a dynamic library program.
6. Present the library policy to stakeholders.
7. Reflect and discuss the impact of a multicultural experience.

The study abroad program has evolved from its first offering in 2002 when a professor in the school library program was asked to assist a small school library in Jamaica to set up a circulation system and catalog its collection. Each subsequent project responded to an invitation extended by a school director and school librarian, internationally situated, to provide a variety of services and assessments related to school library programs. These projects have offered library students an unprecedented opportunity to add to their academic and personal growth by broadening their world experience, meeting people from different backgrounds, and interacting with people who may hold different perspectives.

The formal project invitations have been initiated by students within the program who have contacts working abroad, students in the certification program working in an international school library, and school librarians who learned of the projects and approached the department based on positive feedback from schools and school librarians where the program had previously been delivered. To date, the service-learning study abroad program has been delivered in twelve locations including Jamaica (2002), Chiang Rai, Chiang Mai, and Phuket, Thailand (2003, 2004, 2005, 2006); Tirana, Albania (2008); Kyiv, Ukraine (2010); Cusco and Urubamba, Peru (2011); Moscow and St. Petersburg, Russia (2012, 2013); Stuttgart, Germany, and Karlovy Vary, Czech Republic (2014); and Hamburg, Germany (2016).

The projects have involved a range of participants with as many as thirty students working in three schools in Peru and as few as ten students working in the first project location in Jamaica. Participants ranged in age from twenty-three to sixty-five, and reflected a range of experience working in libraries, from novice librarians with a strong desire to be a professional to full-time
school librarians working towards their certification credential.

So far, all project schools were English-speaking, with the exception of establishing the first school library in Urubamba, Peru. Spanish-speaking students comprised the majority of team members for this school and facilitated the introduction of the automation system and the design and delivery of the school library space and collection (courtesy of Capstone Publishing).

Timing of the project depends on the coordination of the university semester with the host school schedule. The ideal time to start on site is between the end of the UNT spring semester (mid-May) and the beginning of the UNT eight-week summer session (early June), and coincides with a time in the host school library’s schedule when school is in session and administrators, teachers, and the school librarian are available for inclusion in the project. This schedule means that project team recruitment, selection, and orientation take place during the months prior to departure when students are focused on other coursework. The timeframe for the study abroad program of coursework extends beyond the dedicated time on site to meet the requirements of a standard eight-week summer session. In most cases, after the on-site project has been completed, an additional three to four weeks remain in the session, allowing for completion and submission of the personal assignments associated with the study abroad coursework.

Students fund their own participation in the study abroad projects. Airfare arrangements are left to the students, with a coordinated schedule of instructor departures and arrivals, and a specific time to meet at the project location. Each student has been assessed a program fee that includes shared accommodation, transportation on site, and some special events. Students are free to meet non-program companions after the project concludes, but the time on site is restricted to UNT students in the program.

Before departure and on site, all students receive an orientation to the project, project schedule, and safety requirements. Safety is a primary concern addressed with a “rule of three” that precludes individual exploration. This rule encourages students to reach out to at least two others to join in the pursuit of an individual interest, while ensuring that no student is outside the reach of immediate assistance if needed.

To maximize the contribution, the projects are designed to operate as a set of teams assigned to various aspects of the project; each team has the responsibility to actively share and contribute information to all teams. Each project strives to include all constituents, and throughout the project meetings with administrators, teachers, and library personnel are requested as convenient to the staff of the host school. At the

Incorporating study abroad experiences extends this professional experience by offering cultural opportunities around the globe that deepen and enhance professional and personal growth.
end of the project a detailed final report with recommendations is provided to the host school.

So far, school library services and assessments included cataloging new materials, classroom sets, and/or textbooks; designing and/or assessing the library space; preparing library work plans, performance plans and policies to support the school library and the school curriculum; introducing, assessing, or optimizing the library automation system (both open source and proprietary systems); assessing and recommending information technology; assessing the collection, often with emphasis on the science collection; and teaching school librarians and teachers how to use technology, including automation systems.

The focus for each project depends on the needs of the individual school library, and always involves the introduction or assessment of an automation system and the impact of technology. Participating UNT students earn credit for two courses (six credit hours), with one course focused on Managing Library Automation Projects and the second course focused on Information Resources and Services for Special Clientele. Applicants from all library disciplines, regardless of their progress through their program’s coursework, have been encouraged to experience the range of library programs and services in a fully contained setting. This means that school librarians work alongside academic librarians and public librarians, all focused on meeting student needs in an international setting.

A Multicultural Experience

Outside of the host school, emphasis is placed on a cultural experience that includes, whenever possible, tours of public and/or academic libraries, museums, art galleries, and local sites of interest; individual time to explore with a minimum of two others; and cultural events such as plays, operas, theater, or dance. For example, during the three-week visit to Russia participants visited Red Square, the Kremlin and its Armory Museum, the Russian State Library (formerly the Lenin Library), the Russian National Public Library for Science and Technology, the State Hermitage Museum, the Pushkin State Museum of Fine Arts, and the Boris Yeltsin Presidential Library. The project team was hosted at the Google offices in Moscow and at the Yeltsin Presidential Library in St. Petersburg by the Russian School Library Association (RUSLA), which offered participants the opportunity to exchange presentations and learn from one another.

Students were assigned a photo journal that was guided by “challenge” questions designed by the instructors to provoke a focus on the multicultural elements of the experience, to collect learners’ thoughts and photos that represented their experience throughout the on-site experience, and to be shared with everyone at the end of the course. These journals were often published as books that provided tangible evidence of participants’ varied responses to these learning experiences.

Evaluating the Experience

Project evaluation includes formative assessments during the project with instruction and follow-up by the instructors, and summative assessments of the photo journal, peer assessment of individual contributions to the team process using the project team evaluation form, and an understanding of the project process as expressed in a thousand-word written paper that identifies individual learnings, discusses the project process, identifies what worked, what didn’t work and why, and identifies what could be done differently.

Organizing and delivering the service-learning study abroad project is an intense undertaking that involves attention to pedagogical goals, multicultural experiences, and safety concerns. Such a project requires detailed planning, dedicated resources, and unflagging enthusiasm.
The program has been studied from the perspective of cultural competency (Walczyk 2010). Although some aspects of cultural competency development were identified, what the analysis showed was a deeper understanding of the culture and professional nature of librarianship. This preliminary research showed that students definitely learned something beyond skills as a result of their participation.

The program was further assessed through a doctoral research study (Walczyk 2016) designed to identify what the participants learned both culturally and professionally from the 2012 Moscow and St. Petersburg experience. Tine Walczyk’s study used Patricia Montiel-Overall’s definition of cultural competency: “a highly developed ability to understand and respect cultural differences and to address issues of disparity among diverse populations competently” (2009, 176). The study looked at the service-learning program in the context of Montiel-Overall’s model of three domains that influence the development of cultural competence: cognitive, interpersonal, and environmental. As people’s understanding of a culture at these three levels improves, their cultural competence matures. The Walczyk study showed that even though cultural competency, library cultural competency—which the researcher defined as “the development of library specific cultural and professional competencies through interacting with different library settings” (2016, 65)—and personal growth were germane to the success and perceived value of the experience, participant attributes had an effect on the results. Cultural competency was categorized into awareness developed, expectations challenged, and differences observed. Specific findings from Walczyk’s 2016 doctoral study follow:

- All three categories of cultural competency were observed in participants who had either travelled internationally before, were in an older age group, or were farther along in their LIS program. These participants expressed a greater focus on learning deeply from the experience.
- Those who had been in the profession six to ten years experienced the greatest amount of awareness of the new culture.
- A participant’s point in their LIS program affected whether they identified their development of library cultural awareness or focused on the differences in library cultures. Those farther into the program concentrated on awareness of how they could integrate the processes of the host library culture into their work world. In contrast, those earlier in their program’s studies fixated on the differences, e.g., “They aren’t doing it right.”
- The attribute that appeared to make the most difference in participants’ responses to the experience was whether they had worked with people from other countries; those experiencing colleagues from other countries for the first time reflected deeply on the interchanges.
- Those younger than thirty expressed development of greater flexibility as a result of the experience.
- Students reflected on how their work world would be impacted, e.g., teamwork and office communication skills, rather than their personal lives.
- Students appreciated the opportunity to gain hands-on experience in many of the different tasks a librarian may be asked to perform.
• The international aspect of the experience provided participants with a fresh look at how librarianship roles can be performed and challenged their expectations regarding what they think libraries should do and how they should operate.

• Participant impressions of the overall experience depended on their initial expectations and attitudes towards its being a service-learning project instead of a purely cultural trip. Those participants who expressed their expectations of “seeing more and working less” reported less overall value in the experience. Participants who were excited for the work experience were more engaged throughout the trip.

Are there challenges and disappointments? Yes, of course! That’s all part of the learning experience and the evolving process of continuous improvement—for the students and for the program. One of the biggest challenges was project scope creep. Regardless of the initial needs stated by the host school, expanding the scope of what could be handled invariably occurred. While this is a credit to the impact that a team of librarians can make, it was also a significant challenge to contain. Finding an appropriate balance between the needs of the host school library and the needs of the visiting team of librarians was an ongoing test of flexibility and constraint.

Although there are challenges in developing and executing a service-learning study abroad program, this program has had resoundingly positive anecdotal feedback every year. With the examination of the program through a research lens, the program has continually improved by incorporating student and host library feedback where possible.

Summary
Organizing and delivering the service-learning study abroad project is an intense undertaking that involves attention to pedagogical goals, multicultural experiences, and safety concerns. Such a project requires detailed planning, dedicated resources, and unflagging enthusiasm. The rewards are enormous for instructors, host educators, and pre-service librarians alike!

By situating the project within a school library, students are exposed to a broad range of facets of librarianship. Further, with this experience being placed internationally, students also obtain an appreciation for how other countries implement library services. With attention to student selection, site selection, project orientation, project goals, and cultural opportunities, the program can result in significant gains for the host school and individual participants.

Acknowledgments
This program could not happen without the gracious hospitality of all the host libraries. The author would like to acknowledge all participants of the various programs for their gracious cooperation and strenuous efforts.

Barbara Schultz-Jones, PhD, is an associate professor and director of the School Library Certification Program at the University of North Texas. She has led ten of the twelve study abroad service-learning projects described here and hopes to continue the program. With Dianne Oberg, her colleague from the University of Alberta, Barbara is currently editing a book on global education and training practices for school librarians.

Works Cited:


New Intern School Libr Guidelines

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The publication in 2015 of new international school library guidelines was the culmination of a two-year process involving a wide network of contributors. The process was guided by the Joint Committee of the International Federation of Library Associations (IFLA) School Libraries Section and the International Association of School Librarianship (IASL). The new guidelines remain grounded in and consistent with principles expressed in the 1999 IFLA/UNESCO School Library Manifesto. The IFLA School Library Guidelines, 2nd edition, interpret in practical terms those foundational principles and reflect current research, practice, and conditions of 21st-century school librarianship.

**Value of International School Library Guidelines**

What is the purpose or value of international guideline documents? Gwyneth Evans explained the purpose and value of such documents in this way:

> We live in an interconnected world and what happens in one place does affect us all. We have standards and values in our profession, and we want to develop statements that reflect those standards. We do not want to duplicate high-level documents when there is so much to do in implementing them and addressing the changes we face. By sharing our knowledge and experience, we are reinforcing our common humanity while understanding our diversity. (2007, 6)

As noted in an earlier publication (Oberg 2015), those involved in creating the IFLA/UNESCO School Library Manifesto and the IFLA School Library Guidelines faced the challenges faced by all who develop standards and guidelines documents, plus the additional challenges of creating documents that would be meaningful to educators working in different roles and in diverse economic and sociocultural environments. All guidelines represent a compromise between what we aspire to achieve and what we can reasonably expect to achieve.

People can and do make use of the manifesto and guidelines in many ways: to inform the development of national and local policies and guidelines; to support strategic and operational plans, especially in schools and in regional educational authorities; and to act as resources in the initial and continuing training of teachers and librarians. However, the manifesto and guidelines have to be used while bearing in mind the local context, the current situation, and the potential for future changes in the situation and in the documents.

**Historical Roots of the Manifesto and Guidelines**

National and regional school library associations and educational bodies had been developing school library standards and guidelines for decades before the development of international school library guidelines was first attempted. However, with the inauguration of IASL in 1971 and the School Libraries Section of IFLA in 1977, interest in the development of international school library guidelines grew. In the past decade, the collaboration of the two groups has been strengthened through the IFLA and IASL joint committee, currently chaired by Karen Gavigan of the University of South Carolina.

The two groups have similar missions, reflecting the understanding and belief in the role of school libraries in “teaching and learning for all” (IFLA 1999, 1). Both groups strive for international representation. At the time the guidelines were under review and revision, leaders in the two groups came from the following countries: for IFLA, Canada, France, India, Italy, Japan, Malaysia, Netherlands, Nigeria, Norway, Sweden, United Kingdom, and United States; and for IASL, Australia, Canada, Croatia, Jamaica, Hong Kong, India, Indonesia, Italy, Malaysia, South Africa, Turkey, and the United States.

**Development of the IFLA/UNESCO School Library Manifesto**

The 1993 IFLA preconference on “School Libraries in the Developing World,” held in Caldes de Montbui, Spain, was a strong catalyst for developing international school library guidelines. At the Caldes meeting, keynote papers addressed the essential issues; national country profiles depicted school library development on every continent; and the participants worked in discussion groups to develop recommendations for action for the organizing bodies: UNESCO (United Nations Educational, Scientific and Cultural Organization), IFLA, and IASL. The participants from twenty-eight countries noted that the state of school libraries at the time was generally poor and that school libraries lacked support among politicians, government officials, and school administrators.

After the Caldes meeting, to provide a credible basis on which to develop a statement on school libraries, an international survey was conducted on school library policies. The IFLA School Libraries Section took the lead in drafting the IFLA/UNESCO School Library Manifesto, and in 1998 a UNESCO-sponsored meeting was held in Amsterdam to discuss the final document. Sixty school library experts attended, including delegates from North America, Europe, Senegal, Turkey, South
Africa, Sri Lanka, and Chile. A small committee prepared the version that was approved by IFLA’s Professional Committee and steered the manifesto through the protocols of ratification by UNESCO.

The manifesto begins with a clear statement of vision:

The school library provides information and ideas that are fundamental to functioning successfully in today’s information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.

The remainder of the document is organized around six elements critical to the development and maintenance of this vision: mission; funding, legislation and networks; goals of the school library; staff; operation and management; and implementing the manifesto.

During the development of the IFLA/UNESCO School Library Manifesto, the issue was raised as to the need for school library standards or guidelines to support the principles laid out in the manifesto and to interpret those principles in practical terms. A Working Group on School Library Guidelines was soon established, and a final version of the guidelines, edited by Glenys Willars (United Kingdom) and Tove Pemmer Saetre (Norway), was presented to the School Libraries Section in August 2002. Later that year, the School Library Guidelines were approved by the Governing Board of IFLA and endorsed by UNESCO.

Process of Revising the 2002 Guidelines

The revision of the 2002 edition of the IFLA/UNESCO School Library Guidelines was the result of an orderly process of review and energetic debate by the members of the IFLA School Libraries Section, in association with members of IASL.

At the 2013 IFLA conference in Helsinki, Finland, the chair of the School Libraries Section Standing Committee Randi Lundvall (Norway) began a review of both the School Library Manifesto and the 2002 School Library Guidelines. The consensus was that the manifesto, translated into thirty-seven languages and one of only three IFLA manifestos to garner UNESCO ratification, remained relevant, expressing universal principles of school librarianship and being used successfully to raise the profile of school libraries in schools, regions, and countries. The 2002 School Library Guidelines, however, did not entirely reflect current research, practice, and conditions of 21st-century school librarianship.

A timeline for the revision of the guidelines was established, and the work commenced. Over the next two years, meetings and workshops were held around the world (Singapore, Bali, France, Russia, United Kingdom, Jamaica), and draft versions of the guidelines were distributed on IFLA and IASL electronic discussion lists. Comments and suggestions were received, debated, and integrated into each of five draft versions of the guidelines by the IFLA School Libraries Section chair Barbara Schultz-Jones (U.S.A.), and me (section secretary from Canada).

The final tasks were assembling a bibliography of citations of essential school library texts (published in 2000 or more recently) that would be useful to an international audience, and extracting a set of recommendations from the guidelines that could be used as highlights of the guidelines’ major themes. The final draft document was submitted for approval to the IFLA Governing Board in mid-January 2015. The new second edition of IFLA School Library Guidelines was launched twice, first at the IASL 2015 annual conference in June at Maastricht, Netherlands, and then at the 2015 IFLA World Library and Information Conference in Cape Town, South Africa. With this accomplishment, the focus has turned to disseminating and implementing the updated guidelines.

Content of the New Revised School Library Guidelines

The full text of the 2015 IFLA School Library Guidelines is available on the IFLA website at <www.ifla.org/publications/node/9512?og=52>. Readers may wish to begin their consideration of the content of the new international school library guidelines by examining the Executive Summary and the Recommendations in the guidelines on pages 7–11.

The new IFLA School Library Guidelines needed to exemplify the universal principles of librarianship expressed in the 1999 IFLA/UNESCO School Library Manifesto. The mandate of the guidelines was and is “to inform decision makers at national and local levels around the world, to give support and guidance to the library community, and to help school leaders implement the principles expressed in the manifesto” (IFLA 2015, 12).

To address the current and future condition of school librarianship worldwide, the new edition of the guidelines is intended to be:

...both inspirational and aspirational. The many contributors to this document were inspired by the mission and values of the school library, and they recognized that school library personnel and educational decision-makers, even in countries with well-resourced
The evolving nature of the context for school libraries provides a challenging environment for creating and implementing guidelines that can be used to guide practice and to advocate for future improvements in the local situation.

The evolving nature of the context for school libraries provides a challenging environment for creating and implementing guidelines that can be used to guide practice and to advocate for future improvements in the local situation. (2015, 12)

The definition of a school library now includes significant distinguishing features: “a qualified school librarian with formal education,” “targeted high-quality diverse collections (print, multimedia and digital) that support the school’s formal and informal curriculum,” and “an explicit policy and plan for ongoing growth and development” (IFLA 2015, 17). By including the school librarian as an integral part of the definition, the role of the school librarian as an educator is emphasized. Not all school libraries currently have a "qualified" school librarian, and many countries do not yet have a specialized way of educating school librarians, but this inclusion of the school librarian is an aspirational feature that research demonstrates will have an impact on student learning.


The revised guidelines emphasize the elements of a school library that, based on an empirical foundation of more than sixty years of international research, are most critical to ensuring that a school library contributes in positive ways to the “teaching and learning for all” specified in the manifesto. These elements include the definition of a school library, the teaching and learning role of a school librarian, the education of a school librarian, leadership and collaboration, and evaluation and evidence-based practice.

Definition of a School Library

The school librarian’s role in teaching and learning is central to the school library program. The role is recognized by several terms (school librarian, school library media specialist, teacher librarian, professeurs documentalistes), but the role itself includes “instruction, management, leadership and collaboration, and community engagement” (IFLA 2015, 28). The instructional role of a school librarian emphasizes reading and information literacy as well as inquiry-based learning. This instructional role encompasses work with teachers, school administrators, and community members as well as with students.

Education of a School Librarian

The instructional role of a school librarian requires that a school librarian have at least the same level of education as a classroom teacher, and the leadership and collaboration role requires that a school librarian have the same level of education as other leaders in the school. The recommendations related to this requirement were controversial but are supported by research. Exemplary school librarians display the traits of exemplary teachers;
successful teaching experience is necessary for school librarians to understand and solve instructional problems. They plan with teachers, use innovative teaching strategies, and develop collections that support the curriculum. School librarians need classroom teaching experience in addition to preparation in curriculum development and implementation.

Leadership and Collaboration

Also controversial was the leadership aspect of the role of a school librarian. Although a school librarian commonly acts as a resource person for teachers and is expected to co-plan and co-teach with colleagues, the idea of a school librarian taking on leadership activities within the school found less acceptance. However, the research is clear that a school librarian needs to provide in-service training for colleagues. This is because many of the activities that contribute to successful learning and teaching have not been emphasized in teacher education in the past, and because schools are bombarded with changes in curricula, pedagogies, resources, and technologies. Supportive professional development is often best provided at the school or district level where teachers and school librarians learn together; such in-service programs require leadership skills.

Evaluation and Evidence-Based Practice

Evaluation of school library programs and services helps ensure that they support the goals of the school. Evaluation is usually about accountability, but it can also be about transformation, influencing people’s thinking about the school library and developing support for the school library. One of the newer approaches to school library evaluation is evidence-based
The AASL National School Library Standards (2018) are framed through six Shared Foundations (Inquire, Include, Collaborate, Curate, Explore, Engage) and four Domains (Think, Create, Share, Grow). The essential aspects of the IFLA School Library Guidelines are reflected in sixteen Recommendations. Two of the concerns shared by the IFLA and AASL communities are highlighted here.

Evidence-Based Practice

IFLA Recommendations 4 and 15 state that evidence-based practice should guide the services and programs of a school library by providing the data needed for improving professional practice and for ensuring that the school library makes a positive contribution to teaching and learning, and continues to meet the changing needs of the school community. These concepts are represented in the AASL Domains Share and Grow. For example, the school library standards encourage “engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services” (I.C.3), and “using local and external data to inform ongoing adjustments to...the resource collection” (IV.D.4) and to anticipate “learners’ needs and [adapt] the learning environment in accordance with evidence-based best practices” (V.D.2).

Diversity and Inclusion

IFLA Recommendations 10 and 14 acknowledge the diversity of school communities and the need for school library staff to work collaboratively with them to develop collections, services, and programs consistent with the school’s curriculum and with the national, ethnic, and cultural identities of members of each school community. Such inclusive practices are essential to the achievement of the academic, cultural, and social goals of the school. In the AASL Standards this theme is represented within the Shared Foundation Include by focusing on individual differences in learners; the diverse developmental, cultural, social, and linguistic needs of learners; and equitable access to learning opportunities, academic and social support, and other resources necessary for learners’ success.

practice. Using this approach, a school librarian uses three kinds of data to improve practice: findings from formal research (evidence FOR practice); locally produced data such as schedules of instructional activities (evidence IN practice); and user-reported and user-generated data, measuring the impact of what school librarians do (evidence OF practice) (Todd 2009). Evidence-based practice is a holistic and integrated approach to using data for decision making that demands new kinds of competencies from the school library professional.

Applying the Guidelines

Several features of the second edition of the IFLA School Library Guidelines document will assist school library professionals and educational policymakers in using the guidelines to focus efforts to evolve the development of a school library or support advocacy purposes.

Recommendations: The inclusion of a set of sixteen recommendations provides a focused set of primary themes from the guidelines. These recommendations could be used as a framework for evaluation and/or development of school library programs and services.

Examples: An important addition to the 2015 guidelines is the inclusion of various examples of school library practice from around the world. The examples are used to illustrate salient points within the document and can help to highlight the many ways in which schools around the world are already implementing best practices in school librarianship.

Glossary: There are many different perspectives on school libraries around the world, and different terminology is used to describe these perspectives and practices. The glossary helps make the guidelines meaningful to educators in many
different roles (e.g., librarians, teachers, school administrators, superintendents, ministers of education, ministers of culture, and so on), working in very diverse economic and sociocultural environments.

Extensions: No one document is likely to include all the information that its users might need. Additional resources in the guidelines document include a bibliography of works consulted during the preparation of the guidelines and contributed during an international call for citations of essential school library texts (2000 and newer) and a set of appendices designed to support various areas of the guidelines and to provide additional detail.

Conclusion: A Continuum of Practice

The second edition of the IFLA School Library Guidelines is meant to apply to school libraries of many different kinds, and the importance of local context is addressed frequently throughout the document. All school libraries, regardless of context or placement in developed or developing countries, exist on a continuum of practice. Regardless of the context, ultimately school libraries embody the basic concept expressed in the IFLA/UNESCO School Library Manifesto of “teaching and learning for all.”

The guidelines have no force of law, only the force of persuasion or inspiration, and they need to be implemented nationally and locally through legislation and through professional practice. It is possible that the international guidelines will inspire the development of national or regional standards and/or legislation where none exists at present.

The IFLA School Library Guidelines will need to be updated in the future. Our educational environ-

ment continues to evolve, and school libraries will evolve to address the challenges of educating current and future generations. The leaders within IFLA and IASL have a well-established pattern of collaboration and a shared commitment to keeping our guidelines relevant to our rapidly changing learning environments:

These school library guidelines envision a world of inclusion, equity of opportunity and social justice. They will be implemented in the context of the 21st century, characterized by change, mobility, and interconnection across different levels and sectors. (IFLA 2015, 13)

Author’s Note: A longer version of this article was published in English and Turkish (Oberg and Schultz-Jones 2015). The historical context for the development of the 2015 IFLA School Library Guidelines was based upon the recollections and personal documents of several members of the IFLA School Libraries Section Standing Committee and the IFLA Literacy and Reading Section Standing Committee, in addition to the published items in the list of works cited. Special thanks to Gwyneth Evans (Canada), Randi Lundvall (Norway), and Barbara Schultz-Jones (U.S.A.).

Dianne Oberg, professor emerita, University of Alberta, Canada, has served on the IFLA School Libraries Section Standing Committee for twelve years and has been an active member of IASL since 1982. She and Barbara Schultz-Jones, University of North Texas, are coediting a book on international school library education, forthcoming from DeGruyter Saur in August 2018.

Works Cited:


School Research Around the World

Where It’s Been and Where It’s Headed

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Library from the World
Editor’s Note: This article is adapted from a chapter written by the author in School Librarianship: Past, Present, and Future, edited by Susan Alman (Rowman & Littlefield 2017).

Although their research agendas may vary widely, school library researchers from around the world share the common goal of conducting studies designed to advance the field of school librarianship. International school library scholars are united in their efforts to prove that quality school library programs can have a significant impact on student achievement in their countries and around the world. This article provides a selective overview of global studies related to school librarianship. These studies are of interest to researchers as well as practicing school librarians who want to incorporate the results from these studies into their library programs. The studies selected are from issues of the journal School Libraries Worldwide from 2010 to 2016 and from papers presented at international school library conferences during those years. After analyzing the articles and papers to determine recurring topics, the following five themes emerged from the study: advocacy, collaboration, impact studies, reading and reading program, and technology.

**Advocacy**

Since 2010, the topic of school library advocacy has been well represented in papers and presentations around the world. For example, the advocacy topics listed below were presented at the 2014 conference of the International Federation of Library Associations and Institutions (IFLA):

- Genevieve Hart examined advocacy initiatives in South Africa.
- Hanna Chaterina George and Diljit Singh studied the significant role that two national school library associations in Indonesia played in advancing school library programs.
- Maud Hell examined school library legislative actions and collaborations in Sweden.
- Katherine J. Philip and Emmanuel E. Okon described an advocacy plan for secondary school libraries in Nigeria.
- Elizabeth A. Burns and Ross J. Todd from the United States also presented at this 2014 IFLA conference. In her paper, Burns described the advocacy strategies of a group of twelve practicing school librarians in Virginia. The librarians promoted their resources, programming, and library facility through reports and social media. The participants recognized the value of being a leader in the school, and an indispensable member of the school community. Todd’s paper provided an analysis of ten years of research regarding school library advocacy initiatives in the United States.

Advocacy studies conducted in the United States have also appeared in recent issues of School Libraries Worldwide. For example, Ann D. Ewbank (2011) published an article describing a study in which she surveyed 381 school librarians from around the United States. Ewbank found that only half of the respondents reported that they engaged in advocacy activities, with the most frequent obstacles being lack of time and lack of awareness. She followed this national study with her study examining the use of Twitter for school library advocacy (Ewbank 2015). More recently, the January 2016 issue of School Libraries Worldwide included an article by Ken Haycock and Cheryl Stenström. In this advocacy study, findings suggested that school librarians can use their interpersonal relations with decision-makers to help influence school library funding.

**Collaboration**

A significant body of international research in the school library field has focused on collaboration. A study in Australia determined that strong collaborations between school librarians and teachers had a positive impact on a project conducted to help students avoid plagiarism (Williamson, Archibald, and McGregor 2010). Similarly, a group of librarians and teachers in the United States collaborated to design a professional development program for elementary school librarians and teachers (Montiel–Overall 2010). The findings revealed that knowledge sharing, relationship building, and environment factors played essential roles in developing these successful collaborations.

Another researcher in the United States conducted interviews with three second-grade teachers to learn about their experiences collaborating with school librarians. The study demonstrated that teachers recognized school librarians to be experts about instructional resources and to have an important role in instructional planning (Kimmel 2012). Finally, a study in Israel examined the role that leadership efficacy plays in school librarian and teacher collaborations. The study was based on surveys administered to school librarians, teachers, and principals in Israel. Findings revealed that strong leadership skills had a positive impact on collaborations between librarians and teachers (Ash–Argyle and Shoham 2012).

**Impact Studies**

For the past four decades, studies worldwide have demonstrated that school libraries, properly staffed
International school library scholars are united in their efforts to prove that quality school library programs can have a significant impact on student achievement in their countries and around the world.
of poverty. Krashen determined that reading comprehension and motivation of children in poverty can improve by investing more money in libraries, having students participate in self-selected reading, and providing reading programs that allow for a wide range of reading choices (2016).

Technology

Over a dozen articles related to school library technology studies were published in School Libraries Worldwide from 2010 to 2016. Many of them demonstrated the substantial role that school libraries and school librarians play in technology infrastructure and instruction. A Canadian study by Jennifer Branch-Mueller and Joanne deGroot examined the experiences that school librarians and teachers had after completing a course on Web 2.0 technologies. The participants reported that they gained competence and confidence in their technology skills, and they became technology leaders in their schools (2011). Similarly, an Australian study surveyed school librarians to obtain their insights regarding their roles in digital environments. The librarians felt a strong need to develop and use their technology skills to become technology leaders (O’Connell 2014). In another case study, Judi Moreillon examined the creation of a Twitter chat group for professional development activities. The results of the study revealed the value that the participating librarians placed on this social media tool (2015).

In an effort to help educators develop an understanding of challenges and solutions regarding digital learning resources, Marcia A. Mardis et al. synthesized the research regarding digital library technology, including the role of the school librarian (2012). In addition, Melissa P. Johnston investigated the practices of school librarians with National Board Certification who were successful technology integration leaders. Johnston found that relationships and collaborations with principals and teachers helped school librarians play a leadership role in technology integration (2012). These findings were corroborated by a study in New Zealand in which the researcher examined school librarians’ positions as technology leaders within their schools; Susan Clephane found that the two most important factors that enabled librarians to become technology leaders were the support of principals and school librarians’ being proactive in the way they approached their technology role (2014).

One of the roles of the school librarian is teaching students and faculty about digital learning resources. Two articles published in the July 2013 issue of School Libraries Worldwide focused on digital storytelling. A study by Rebecca J. Morris investigated ways in which the interactive and participatory role of listeners in traditional library storytelling could be extended to digital storytelling spaces (2013). In another study Lucy Santos Green built the case for collaboration between school librarians and English as a Second Language (ESL) teachers to design student–centered digital story projects. Her article provides an overview of the theories and pedagogy relative to using digital storytelling with ESL students (2013).

Additional topics represented in school library studies are digital textbooks and gaming. In their study Ji Hei Kang and Nancy Everhart compared the dissemination of digital textbooks in South Korea and the United States (2014). A Canadian study by Teddy Moline examined the learning experiences of eight teenagers when they took part in gaming activities, and the implications that digital gaming has for school librarians. The results of the study suggest that learners maximize their understanding during challenging, self-regulated, situated learning activities such as gaming, and that school librarians can capitalize on the inquiry skills and strategies developed through gaming (2010).

Additional Studies

Due to space limitations, a variety of worthy studies were not included in this article. Some other important issues that school library researchers around the world examined from 2010 to 2016 include the following:

- diversity in school libraries,
- school library collections,
- school library facilities and learning commons,
- information literacy,
- school library leadership,
- school and public library cooperation,
- school library staffing, and
- stakeholders’ perceptions of school librarians.

To access studies focused on these topics and to read the studies presented in this article, please see the International Association of School Librarians (IASL) and International Federation of Library Associations and Institutions (IFLA) websites; also search for articles on the websites of School Library Research and School Libraries Worldwide.

Professional Associations and School Library Research

Professional school librarian associations like the American Association of School Librarians (AASL), IASL, and IFLA play significant roles in encouraging the publica-
### Table 1. Responses to query about topics for future research related to school libraries.

<table>
<thead>
<tr>
<th>Countries</th>
<th>Suggested Research Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>Information literacy (IL) and the importance of having trained librarians to teach IL skills</td>
</tr>
<tr>
<td>China</td>
<td>Public cultural service for children and young people</td>
</tr>
<tr>
<td>Croatia</td>
<td>How to introduce IL issues in recent movements toward a total reform of schooling and education in the country and the role of school libraries; also, LIS education and ongoing training of school librarians (very much connected to the first topic)</td>
</tr>
<tr>
<td>France</td>
<td>Creating/building school library events in primary school so the kids start thinking that visiting the library and reading for pleasure are common habits</td>
</tr>
<tr>
<td>Germany</td>
<td>More research on information literacy instruction in secondary schools</td>
</tr>
<tr>
<td>Hungary</td>
<td>Evolution of school libraries</td>
</tr>
<tr>
<td>Italy</td>
<td>School children’s usage of resources online in education and the school library’s responsibility for making them available and educating students about proper usage of them</td>
</tr>
<tr>
<td>Japan</td>
<td>Information design as a tool for information literacy</td>
</tr>
<tr>
<td>Kenya</td>
<td>Environment and sustainability (e.g., developing a “green collection” and school librarians’ role in fostering education on resource sustainability efforts and environmental awareness, etc.)</td>
</tr>
<tr>
<td>Malaysia</td>
<td>School children’s usage of resources online in education and the school library’s responsibility for making them available and educating students about proper usage of them</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Linkage between efficient school libraries and good academic performance in schools</td>
</tr>
<tr>
<td>Norway</td>
<td>Future and sustainability of school libraries</td>
</tr>
<tr>
<td>Singapore</td>
<td>A need to transform the school library to transform learning in school</td>
</tr>
<tr>
<td>South Africa</td>
<td>Impact of school libraries</td>
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<tr>
<td>United States</td>
<td>School libraries and the difference they make to school learning outcomes</td>
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<tr>
<td></td>
<td>Information literacy instruction for high school students ages 16–19</td>
</tr>
<tr>
<td></td>
<td>Role of technology integration in school libraries</td>
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tion and promotion of studies that will be relevant to school librarians worldwide. For example, AASL’s peer-reviewed journal, *School Library Research*, distributes major research findings to researchers and practitioners around the world by making its papers freely available at <www.ala.org/aasl/pubs/slr>.

IASL and IFLA have a strong history of advancing the field of school librarianship through school library research. IASL’s peer-reviewed journal, *School Libraries Worldwide*, is published twice yearly, and its issues are available on the IASL website and in subscription databases. In addition, the annual IASL and IFLA conferences always include a variety of sessions dedicated to international school library research.

**Future of School Library Research**

School library researchers from around the world agree that additional research is needed to determine what effects school library programs have on student achievement. Conducting studies based on topics that are relevant to school librarians around the world can shape, change, and improve school library collections and programs. Several international school librarians and school librarian educators were polled at the 2017 IFLA Conference in Wroclaw, Poland, to determine pertinent topics for future school library research. The members of the IFLA School Library Section’s Standing Committee, as well as other school library professionals attending the Standing Committee meetings, were asked the following question: What school library issue/topic would you like to see school library researchers examine in the coming years?

The twenty-one participants from fifteen countries around the world responded as listed in table 1.

Although the answers initially appear to be as diverse as the participants, three topics were mentioned by more than one participant. First, the need to conduct research regarding information literacy was listed by nine participants from the following seven countries: Canada, Croatia, France, Hungary (two), Japan, Singapore, and South Africa. Second, several librarians (from Kenya, Malaysia, New Zealand, and Singapore) listed the need for additional studies on the impact of school libraries. Finally, school library representatives from Italy and Kenya listed environmental and sustainability issues in libraries as an important research topic.

**Conclusion**

As information professionals in a rapidly changing world, school librarians need evidence-based research to help them improve their school library programs. Results from studies can help librarians learn best practices for how to develop effective library programs, acquire quality print and digital resources, and use these resources strategically with students and teachers. Identifying universal and cultural patterns in global studies can further benefit the field. For example, a consistent finding in the reading studies described in this article was that collaboration is a key component of effective reading instruction. Researchers in Nigeria, Jamaica, and the United States demonstrated that students’ reading comprehension and motivation improved when school librarians collaborated with teachers, public librarians, and volunteers. Using these findings, along with the findings from other collaboration studies, can help librarians worldwide understand the value of partnering with others to improve student achievement.

Furthermore, international school library associations from around the world should encourage collaboration on school library studies between researchers from different countries. These associations can influence future global scholarship by providing funding for research, as well as providing opportunities for researchers to publish and present studies worldwide.

Finally, providing school library stakeholders with evidence-based research helps them to understand the potential of the school library program and the school librarian’s role in impacting student achievement. As stated in the IFLA *School Library Guidelines*, librarians are encouraged to “call on educational decision-makers, including government legislators and school administrators, to consider the research evidence that shows the contributions that quality school library services can make to the educational success of its youth” (2015, 14).

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WHO IS MY PROFESSOR?

Understanding the Work Life of School Library Faculty Members
Introduction

Have you ever wondered about the people teaching the next generation of school library professionals? You probably know that they prepare course outlines, set assignments, and mark your papers. They might present at your local or state conferences, or perhaps you know them from their work on committees that promote the new AASL Standards. Maybe you have read about their work in *School Library Research* or *Knowledge Quest*. But, what else do they do as school library faculty members?

School library professors engage in research, teaching, and service and are expected to excel in all areas to be awarded tenure and promotion. Faculty members who work in the area of school libraries are a very small subset of those working in universities around the world. They are interesting because they work in universities, colleges, and schools of education and/or library and information studies, typically have professional work experience (in school libraries and as teachers), and are predominantly female.

How do they experience teaching, research, and service? How many hours a week do they teach, what conferences do they attend, where do they publish? These were some of the questions guiding this research about the work life of school library faculty members from around the world.

Review of the Literature

Introduction

According to Peter J. Bentley and Svein Kyvik, “the modern research university—with its teaching, research and service missions—stands as the pivotal institution because it produces knowledge (research), and transmits knowledge to students (teaching) and to societal stakeholders (service)” (2011, 529). In the modern research university there is still the “‘complete scholar’ engaged in coherent, integrated, and self-directed work across the full range of teaching, research, service, and governance” (Plater 2008, 36). It makes sense, then, to try to understand the experiences of faculty members in the modern research university. Little research has examined the specific experiences of school library faculty members in the global context. However, we can learn from the research of others about teaching, research, and service in higher education more generally.

Orientation: Research or Teaching

In 1997 Esther Gottlieb and Bruce Keith presented the idea of research-oriented and teaching-oriented faculty members. While their article is old, the concepts are interesting. Those who were research-oriented were more likely to be male, full professors, work at large institutions (more than 10,000 students), and required to do research (95 percent). Those who were teaching-oriented were more likely to be female and work at smaller institutions (less

**WHAT ARE THE EXPERIENCES OF INTERNATIONAL SCHOOL LIBRARY FACULTY MEMBERS IN THE TWENTY-FIRST CENTURY?**
than 2,500 students); only 75 percent were required to do research. Those who leaned toward research were “likely to spend one-third to two-thirds more time on research than those oriented toward teaching,” teach fewer undergraduate courses, and publish more articles than those who lean toward teaching (Gottlieb and Keith 1997, 409).

More recently Karen L. Webber also found that “faculty who spend more time on teaching are less productive with their research,” and full professors produce more refereed journal articles than associate and assistant professors. Interestingly, Webber found that race, marital status, and gender had no significant effect on “the production of articles, books, textbooks or presentations” (2011, 35). However, financial support for research and the institution type did have an effect on productivity: “respondents from doctoral-extensive institutions report 62 percent more refereed articles than those from master’s and bachelor’s institutions, and respondents from research-intensive institutions report 63 percent more refereed articles than those from non-doctoral institutions” (Webber 2011, 38–39).

Workload and Time Distribution

Bentley and Kyvik (2011) surveyed more than 7,000 full-time faculty in fourteen countries and reported on the number of hours spent engaging in academic work, including teaching, research, and service, as well as administration and other academic activities during the teaching terms (roughly two-thirds of the year) and during the non-teaching term. They found that faculty work an average of 48.4 hours per week during teaching terms and 44.7 hours per week during non-teaching terms. In non-teaching terms, faculty members spend more time on research activities, while administration, service, and other activities remain the same (2011, 435–36). Similarly, a study by Albert N. Link, Christopher A. Swann, and Barry Bozeman (2008), using data from the U.S. National Science Foundation, found that scientists and engineers working in doctoral/research universities in the U.S. work an average of 54 hours per week, with the teaching, research, grant writing, and service hours being 16.74, 19.42, 4.58, and 13.22, respectively. Another study, by Manuel Crespo and Denis Bertrand, found that faculty members in one research-intensive university in Canada self-reported they worked an average of 57 hours per week, and spent their time in the following ways: 25.1 hours teaching, 20.1 hours research, 3.3 hours administration, and 8.5 hours service (2013, 8). In 2006 Carole Bland et al. reported similar numbers in a study of allocation of faculty members’ working hours in a week: 25 hours teaching, 14.9 hours research, 8.5 administration, 4.0 hours service, 1.7 hours consulting.

Publications

In the area of library and information science/studies (LIS), a study by Debora Shaw and Liwen Vaughan examined the lifetime publication and citation patterns of ninety LIS faculty in the U.S. (thirty at each rank: assistant, associate, and full professor) who “produced 2,086 papers, chapters, articles, and books. The number of publications ranged from 0 (for three assistant professors and two associate professors) to 114 (for one professor)” (2008, 53). Overall, the annual publication rate was 0.7 for assistant professors, 0.9 for associate professors, and 1.3 for full professors (Shaw and Vaughan 2008).

A study by Concepcion S. Wilson et al. examined 2,235 journal articles published around the world (though half were published in Australia) between 1967 and 2008, and compared the list to 382 LIS faculty teaching in Australia for at least two years between 1959 and 2008. Fourteen LIS academics accounted for over one-quarter (634) of the total number of journal articles, with school library faculty members L. Anne Clyde and Ross Todd separately publishing a total of 141 articles (2012).

Service

Faculty service “has emerged, paradoxically, as necessary for the institutional welfare and as acknowledged in faculty work lives” (Neumann and Terosky 2007, 284). Anna Neumann and Aimee LaPointe Terosky suggested looking at service from both a content perspective (the types of activities that professors carry out in their service roles) and from a context perspective (how professors make sense of their service activities as they carry these out). In their study of recently tenured professors, Neumann and Terosky found that service increased after tenure. This service included “work for the discipline or profession (e.g., recruiting and mentoring into the field, editorial and peer review, leadership of professional and disciplinary associations, tenure/promotion reviews for other universities), or outreach and public service (e.g., community service, advisory services to national or community agencies)” (2007, 290).

Janet Lawrence, Molly Ott, and Alli Bell noted that “faculty who
reported they and their institutions valued institutional service highly spent more time on these activities.” These researchers also highlighted the reality of faculty life is that “time given to research and teaching diminished time to [devote to] service” (2012, 345).

Methodology

This research used a snowball sampling technique to find school library faculty members working in universities around the world and who read and write in English. Twenty participants agreed to either be interviewed or, if an interview was impossible to schedule, to provide written responses to the interview questions. The participants also provided a copy of a current curriculum vitae so that the researcher could gather information about participants’ education, work experiences, publications, and presentations. The interview data were analyzed by looking for common themes and trends that emerged across questions and throughout the comments (Bogdan and Biklen 1992; Miles and Huberman 1998).

Findings and Discussion

Basic Background Information about the Participants

Participants in this study came from eight countries (United States, Canada, Brazil, Croatia, Nigeria, Australia, Malaysia, and Japan) and six continents (North America, South America, Europe, Africa, Asia, and Australia). There is representation from all ranks: lecturer, senior lecturer, assistant professor, associate professor, full professor, and emerita faculty members. Eighteen of the participants were women, and two were men. Sixteen of the twenty faculty members have completed a PhD or EdD, and three are currently enrolled in a PhD or EdD program. Nine participants have a PhD in the area of library and/or information science/studies, and fifteen have a Master of Library and/or Information Science/Studies (MLS or MLIS) degree. The five participants without an MLS or MLIS degree have Master’s degrees in education (three participants), computer science (one), and Internet studies (one).

The participants in this study work in a variety of units, departments, schools, colleges, and faculties. Nine faculty members work in schools, colleges, or faculties of education; three work in colleges of communication and information; three work in online schools of library and/or information science/studies; one works in a school of arts; one on a science faculty; one on a faculty of arts and education; one on a faculty of humanities and social sciences; and one on a computer science faculty.

Workload and Time Distribution

During the interviews, participants were asked if there was a percentage-of-time expectation for research, teaching, and service. Some participants said yes and indicated the expectation for distribution of time; others estimated their workload, and still others indicated their personal impressions.

In terms of research expectations, participants confirmed that research was important at all of their institutions, and the percentage of time expected to be spent on research varied from 25 to 60 percent with the average being 40 percent.

Teaching was central to the work of all participants with percentage of time expected for teaching being as high as 80 percent and as low as 30 percent. The average expectation for teaching was 44 percent.

Service

Service expectations varied as well from a low of 5 percent to a high of 33 percent with the average being about 20 percent. These findings were similar to other research (Bentley and Kyvik 2012; Jonker and Hicks 2014; Link, Swann, and Bozeman 2008).

Teaching Load

Participants were asked questions about their teaching experiences, including number of courses taught per year, summer teaching expectations, proportions between online and face-to-face teaching with graduate and undergraduate students. The faculty members were also asked about class sizes, number of students taught per year, and supervision of doctoral students and Master’s degree students.

The teaching load of school library faculty varies greatly. Some faculty members teach two classes per term for a total of four classes per calendar year, while some teach up to nine classes per calendar year. Not surprisingly, universities with higher research expectations have lower teaching loads. None of the research reviewed has explored extra-session teaching as part of faculty workload, but five participants in this study indicated they regularly taught in the summer session.

The majority of faculty members (sixteen) teach at least some of their classes online with eleven teaching only online.
Almost all faculty members reported teaching graduate students, and nine of the twenty teach undergraduate students as well.

Class size varies from five to over 150. The more interesting number is how many students each faculty member teaches in an average year; this varies from ten to 300 students.

Fourteen faculty members currently supervise or serve on supervisory committees for doctoral students. Eight currently supervise Master’s thesis students. Additional responsibilities include final projects such as capstone papers, portfolios, and research papers for non-thesis Master’s students. This task can be a huge additional burden, with some faculty members reporting being responsible for more than one hundred final projects.

Supervision of practicums (practice teaching, field experience, etc.) is also considered part of the teaching load for faculty members. Some faculty have negotiated this supervision to be a part of their teaching load. (The practicum is a class.) Others organize placements for students, and still others do this supervision in addition to assigned teaching. Some hire adjunct instructors to visit practicum sites, while others’ students have unsupervised practicum experiences.

Several of the faculty members are the only full-time instructor in school librarianship so they are solely responsible for curriculum review and supporting adjunct instructors who teach in the program.

Almost all faculty members reported being involved in curriculum design and review on an ongoing basis: new courses, AASL reviews, ALA and Council for the Accreditation of Educator Preparation accreditation, etc. These efforts added to the workload of many school library faculty members. The research done by Bentley and Kyvik (2011), by Link, Swann, and Bozeman (2008), and by Bland et al. (2006) with faculty members self-reporting time spent on these tasks is very interesting. Further follow-up research with participants in this study will include asking them to record the number of hours spent per week on teaching (including supervision of students, and curriculum design and review), research (including grant writing), service, and administration (including program management and adjunct instructor supervision). It is clear that teaching is a very demanding part of the life of the school library faculty member.

Research

Research is an essential part of the work that faculty members do. To better understand research experiences and expectations, faculty members were asked to discuss the research expectations of their unit and of the larger university. Thirteen of the twenty faculty members work in research-intensive institutions. Almost all of the school library faculty members indicated that research was an expectation of their position.

There was no difference noticed by country or continent in terms of research productivity—all those at research-intensive universities were publishing and presenting at a high level. One participant (a full professor) at a teaching-intensive university was a highly prolific writer but also had a lesser teaching load typical of most at research-intensive universities. In the case of that respondent, the teaching load is reduced because of leadership and other administrative responsibilities.

Publications

One participant told the interviewer that there is an “expectation to contribute to knowledge by publishing in journals within the country and outside the country in the chosen field of specialization.” Another participant indicated that the key considerations for research are “sustained productivity, impact, permanence, peer-reviewed publications, and citations.” Research expectations vary; some faculty members report that expectations are very clear, while others describe them as “mushy.” For example, one participant noted that the rule of thumb is “ten for tenure.” That is, ten peer-reviewed articles before going up for tenure. Several participants indicated that there is an expectation of two peer-reviewed publications per year at their university. Others reported that no specific numbers were articulated at their institutions, but they also stated that research leading to peer-reviewed publications is the expectation.

Almost all of the participants (eighteen) reported that conference attendance is also an expectation. School library faculty are encouraged to present peer-reviewed papers at national and international conferences. Some participants also mentioned that presenting at local conferences is important for connecting with the school library community.

Examination of the participants’ current curriculum vitae demonstrated that seventeen of the twenty contributed a total of 108 peer-reviewed articles in journals in the last five years. The school library faculty in this study had research...
published in conference proceedings (53 times); presented papers at international, national, and local conferences (81 times); and wrote or edited 18 books, 55 book chapters, and 29 articles for professional journals. Two of the participants are retired, and three are in the early years of their career. Six faculty members in this study were very productive (with more than three peer-reviewed media and/or books per year); three faculty members had two peer-reviewed media per year; six had an average of one per year; five others had limited or no research productivity. This compares with other research done about faculty productivity such as Bland et al. (2006) and Shaw and Vaughan (2008).

Service

All faculty members discussed aspects of their service commitments as part of their academic responsibilities. Some participants felt that service was very important, while others noted that service was given merely “lip service” at their institutions. Five participants indicated that the faculty/college really values service, and good citizenship is essential to the institution. All participants reported that they provide service at the unit level, and thirteen indicated that they provide service at the university level. Community service included serving on committees or as officers for local, provincial, and/or state school library organizations. Participants also served on national-level associations such as the American Association of School Librarians, Young Adult Library Services Association, and the American Library Association. Many faculty members indicated that they are also involved in state and national conferences as presenters and organizers. At the international level, participants are involved in the International Federation of Library Associations and Institutions, the International Association for School Librarianship, and the International Board on Books for Young People. Faculty members also reported that they serve on editorial boards for several different journals.

Implications and Conclusions

This study contributes to research about the experiences of faculty members at the university level. It presents the realities of teaching, research, and service for twenty school library faculty members working on six continents. Further research is needed in this area. A follow-up study on research productivity in a few years would be useful to see if there are changes over time and as faculty members proceed through the academic ranks. Gathering self-reported time data for workload would be interesting to compare to previous research. It would also be interesting to find out more about

WHEN THINKING ABOUT APPLYING FOR FACULTY POSITIONS, IT IS IMPORTANT TO FIND OUT DETAILS ABOUT AN INSTITUTION’S TEACHING AND RESEARCH EXPECTATIONS AND TO FIND THE RIGHT FIT FOR YOU, YOUR FAMILY, AND YOUR CAREER DESIRES.
how faculty members feel about their research productivity as compared to others in their unit. It would also be useful to interview another twenty faculty members to gather more data in all areas and to interview a random sample.

This study provides information for those interested in a faculty position in the area of school libraries. Participants worked in either research-oriented (thirteen) or teaching-oriented (seven) positions; research and service expectations varied based on teaching workload. Those in research-intensive institutions had higher research expectations, and those faculty members had higher research productivity than those in teaching-intensive institutions (with one exception). There were no real differences in terms of faculty research productivity by country; the most important factor was if the institution was research-intensive. For doctoral students in the area of school libraries interested in faculty positions, there are a variety of academic positions with different teaching and research expectations. When thinking about applying for faculty positions, it is important to find out details about an institution’s teaching and research expectations and to find the right fit for you, your family, and your career desires.

This research provides information to potential and current school library faculty that is helpful for making career decisions, e.g., entry to the profession, career progression, research productivity, and mentorship. The author also hopes that school librarians will better understand the work life of their professors.

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PEACE Corps Support of International Sustainable Library Development

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The creation of the Peace Corps is considered to be one of the signature achievements of President John F. Kennedy. As a candidate for the presidency, JFK first introduced the idea of a Peace Corps on October 14, 1960, to 5,000 students at the University of Michigan. How many of them, he asked, would be willing to serve their country and the cause of peace by living and working in the developing world? (Peace Corps 2011) It turned out that many would; since 1961 over 230,000 Americans have served in the Peace Corps in 141 countries (Peace Corps n.d.-b).

The mission of the Peace Corps (PC) is to promote world peace and friendship. This is accomplished through meeting three goals:

1. To help the people of interested countries in meeting their need for trained men and women.
2. To help promote a better understanding of Americans on the part of the peoples served.
3. To help promote a better understanding of other peoples on the part of Americans. (Peace Corps n.d.-a)

Although there is no formal “library” work assignment for volunteers, library and book-related projects are some of the most common secondary projects of PC volunteers. Volunteers have been involved in library projects across the world since the first volunteers arrived in Ghana in 1961, and continue to support library development to this day.

Successful library projects need materials appropriate to the community, support of the residents, trained staff, and maintainable funding. Volunteers are involved in all aspects of library development. In many countries volunteers work with students to create picture dictionaries and books in the local language with appropriate cultural themes. Often volunteers provide training for library staff as well as information about developing a library.

Examples of Library Projects

**Little Porch Library in Liberia**

In Liberia Joan Komolafe developed the “Little Porch Library.” As Joan noted, the small library had a big impact on the community: “Lending a few books is a small thing, but I observed its impact in my community. Children are encouraged to read to each other, learn to read sight words, practice spelling using letters written on bottle caps, get help with homework, and cooperate and play with each other” (2017).

**African Library Project in Lesotho**

PC volunteers in Lesotho are partnering with the Ministry of Education and Training, and the African Library Project (ALP), a nonprofit organization working to develop and support libraries in rural Africa. As the ALP website describes the process:

Peace Corps volunteers request ALP applications from the Ministry of Education and help the area where they are serving apply for a library project. Each [community] must commit to providing a dry and secure location, as well as shelves for the books. The new library creates a

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VoLunteers HavE BeEn INVolved IN LiBrary ProjEcTS aCRoss ThE WoRLd SINCE ThE FIrSt VoLunteers ARRIVED IN GHANA IN 1961, AND contInUe To supPorT LiBrary DeVolUpMent To ThIs Day.
library committee consisting of people who will be responsible for the library. The [Ministry of Education and Training] then reviews the applications to ensure that schools or communities have a workable plan to use the books. (2016)

The ALP assists U.S. volunteers organize book drives and ship books to a library in Africa. The Peace Corps volunteers on site help librarians develop the skills needed to keep the new libraries running after the volunteers leave the country.

**Partnership Project Grants**

The Peace Corps created the Partnership Grants Program to provide an opportunity for volunteers to work together with community members on specific local needs identified by the community. Partnership grants are written together by volunteer and community teams to support varied aspects of libraries. The community determines the amount of the grant request, which ranges from $500 to over $14,000. An essential component of each grant is that it has sustainable community help—ranging from space to resources to financial contributions.

A few examples of recent Partnership Grants reflect the diversity of the requests:

- A volunteer working at a government library in the Ukraine has written the Project Respect training grant to support the library’s goal of providing resources to support educational needs in the community. Partnering with a local NGO, the library is providing training and workshops to help young women deal with HIV, AIDS, low self-esteem, and other social issues.

- In Ghana a volunteer is working with the community to develop a functioning library space for students, teachers, and community members to learn and improve their literacy skills. The goal of this Partnership Project is to construct a building consisting of two rooms to serve as both a library and a separate office space for librarian and teacher use. The community will provide the land for the structure as well as labor and materials. This volunteer will teach literacy skills while overseeing the project. Funds from the partnership grant will enable the project to be implemented.

- The High School Extension and Media Lab grant is designed to provide a rural high school in Madagascar with expanded space and programs to support the integration of technology and resources into classroom instruction. The goal is for the Peace Corps volunteer to work with local educators to provide technology and media literacy training for teachers. Contributions from the community include computers, a solar panel, labor, and land.

- The Local Library Project in South Africa is designed to provide a primary school with a larger library space and additional books to encourage a love of reading. An important two-prong second goal is training student assistants to manage the library and arming teachers with the skills necessary to integrate library resources into classroom lessons.

These examples showcase the local buy-in of their projects and how Peace Corps Partnership Grants assist in the outcomes. You can help support the program and access more information about the Peace Corps Partnership Program at <https://www.peacecorps.gov/donate/funds/>.

**Addressing the Need for Local Resources**

A main challenge facing libraries in PC countries is resources in the local language. Volunteers often work with students to create books in the local language that can be shared in the library. Below, Janet Lee, who served in the Peace Corps in Ethiopia, shares a book-making project that meets this need.

Peace Corps volunteers are frequently assigned to remote areas of a country where resources are scarce and needs are great. They often teach in schools that lack libraries and trained librarians, and they want to instill a love of reading and literacy in their students. Oftentimes in a corner of a room they establish a library that may consist of a shelf or two of donated books, or they form a reading circle as an after-school club. Finding appropriate books that fit students’ needs may be difficult, so why not write their own?

In 2013 I returned to Ethiopia to work with noted author and storyteller Anne Pellowski, author of *How to Make Cloth Books for Children*, and conducted several workshops with current Peace Corps volunteers and their teacher counterparts in the production of cloth books for children. Pellowski has given hundreds of these workshops around the world.

Why cloth books? Throughout time, books have been written on many
media: stone, leather, wood, papyrus, or paper. Cloth has the advantages of being universally available, durable, colorful, and easy to manipulate. Because the text of the story is written on the cloth pages by hand, there are no limitations on script or language, especially important in a country like Ethiopia with over eighty different languages in two major scripts.

Over the course of a single day or spread out over three, we held the full-day workshops, complete with tea breaks, lunch, and a small per diem for participants’ travel expenses. Supplies included a fine-tip marker, scissors (pinking shears desirable, but not mandatory), needles and thread, and colorful cloth, both solid and with patterns. Fusible web (a binding fabric) and an electric iron are handy, but not required. A healthy imagination is definitely a must.

We passed out already-prepared models of successful storybooks to serve as examples and small kits comprised of folded cloth pages, cutouts of cloth images of animals or flowers or sports figures, and a strip of solid cloth to cover raw edges and serve as a book spine. The goal of this first exercise is learning to assemble the book. Page numbers are written on the fold and although counter-intuitive, text is written on the page prior to the next folded page so that when assembled the right pages face each other. The raw edges are stitched together and the solid strip of cloth covers the raw edges (see figure 1). Depending on the length of the workshop, be it a day or three days, this exercise can be repeated with multiple models.

The final book project is left to one’s imagination, and the result of participants’ work can be quite amazing. It is not necessary to be a grand artist; simple shapes—a cloud, a flower, a school house, a mom, or a dad—could take on a story of their own. Most of the books were eight to ten pages long with one or two lines of text per page. Repetition of key words grabs the attention of children and reinforces language learning. Themes could include the importance of girls’ education, manners, helpfulness, honesty, a positive work ethic, counting books, or alphabet books. It is possible to retell familiar folktales or stories of local heroes.

Then the fun begins as each new author reads a story aloud to another author or, ideally, in front of a group of children. Some of the authors were more animated than others, but all learned much from one another and were very supportive. The children loved hearing the stories, whether written in English or the local language. The authors were allowed to take back to their schools their completed products and also a few kits to complete on their own. Several books were selected to be scanned, translated into other languages, and digitized so they

PC LIVE

The Peace Corps has developed PC Live, an online collection of resources designed to support sustainable international library development. Resources available include print and video materials, website links, and e-books. While PC Live was created for PC volunteers and staff, anyone can search the collection. Many of the resources are available to the public and can be downloaded at <https://pclive.peacecorps.gov/pclive>.

One PC Live resource available to everyone is the Sustainable Library Development Training Package, designed to provide guidance to Peace Corps volunteers as they work with local communities to develop libraries. This package can be used to train community members on how to start, manage, and sustain all types of libraries from donkey libraries and box libraries to traditional libraries with shelves and chairs as well as books and computers. This resource can be downloaded at PC Live.
could be printed, read online, or copied to a file for later reading and distribution. A suitcase full of supplies, including pinking shears, was dropped off at the regional Peace Corps office and picked up and used by other volunteers. Facebook entries indicated that the supplies did, indeed, make the rounds.

Cultural Challenges

While serving as an education volunteer in Cambodia, Kelly Grogg encountered a locked library at her school, a situation many volunteers face. Overcoming and adapting to cultural challenges may be difficult, but success is most likely when community leaders are involved in a project right from the start. Her self-reflection follows.

The Peace Corps has been working in schools around the world for over fifty-five years. With schools come school libraries, and the Peace Corps has worked in a number of ways to support the work of volunteers in school libraries. The Peace Corps used to actively recruit librarians, but now a large variety of volunteers participate in library projects, no matter their primary project. With so many volunteers from so many backgrounds, it can be difficult to train them in developing sustainable libraries, but the Peace Corps takes on this daunting task. The first part of that task is working on the cultural conceptions volunteers have of libraries. Whether or not we think about it on a regular basis, we each have our own cultural conception of libraries.

Like many Americans, I grew up with libraries. My family often visited the public library, as it was one of the community spaces that always had something for each of us. I moved between states six times before the sixth grade, but the library was always a constant. Whether it was through school libraries or public libraries, I knew I always had access to the books and resources I needed. It was never even a question. Due to these experiences, I had an established perception of what libraries were and how they should be used.

As a Peace Corps volunteer, I was very excited about the possibility of working with a library in my community. I envisioned giving my students the same library experience I had growing up. When I first arrived in my village the school library did have some books, but the doors were locked all the time, and the students were not allowed to take the books home. As an outsider I thought this was a real disservice and decided I wouldn’t rest until we had a functioning lending library, just like the one I had.

The problem with making a library in rural Cambodia work just like a library in the United States is simply that it’s not a library in America. All
After I realized I wasn’t going to be able to replicate my hometown public library, the process went a lot more smoothly. Students simply wanted a room containing books in English, Chinese, and Khmer where students could practice their reading in between classes. So that’s what I created. There was no lending system. No Dewey Decimal System. No barcode scanner or computers. It was a simple library, but it worked. While that library would not have been appealing in many communities, it was a great starting point for this community, and the library was well used for the rest of the school year. The difference in cultural understandings about what a library does can be a huge barrier to successful library development abroad.

These cultural differences make my current work as the Librarian for Peace Corps Headquarters so interesting, but also provide unique challenges when trying to train staff and volunteers in library development. As the librarian for the Peace Corps, I guide the programming and training for staff and volunteers in over sixty countries. This involves a lot of Skype calls and e-mails, as well as occasional in-person training sessions. Some countries have well-developed library systems and want to expand their programming and outreach options, while others are struggling just to put books on the

**INTERNATIONAL SUSTAINABLE LIBRARY DEVELOPMENT INTEREST GROUP**

When Barbara Ford was ALA President-Elect she encouraged returned PC volunteers to support her presidential theme “Global Reach, Local Touch.” The result was the creation of the International Relations Round Table’s (IRRT) International Sustainable Library Development Interest Group (ISLD). In the words of the interest group’s webpage:

> ISLD serves as a clearinghouse of sustainable community-based library projects in developing areas of the world. The group mobilizes the power of ALA librarians to raise awareness of and make significant contributions to international library development. Librarians in developing countries can tap into resources for training and projects in their libraries. (ALA n.d.)

Anyone interested in sustainable library development is invited to join ISLD. Returned Peace Corps volunteers, ISLD members, and guests interested in networking may attend a lunch at both ALA Midwinter Meeting and ALA Annual Conference. Contact Connie Champlin <conniechamplin@gmail.com> if you are interested in this lunch or the ISLD. For more information about this interest group, go to <www.ala.org/rt/irrt/irrtcommittees/isld/isld>.
It’s this unique situation that drives all of the Peace Corps’ training materials to be thorough, yet vague. We go through many different scenarios and common problems, but leave room for the cultural differences in each community. When I talk to PC volunteers about their libraries I always remind them that I might know a lot about libraries, but they know more about their communities than I ever will. By putting our knowledge together with the community leaders who have lived in these communities far longer than any Peace Corps volunteer, library projects are destined to succeed.

While our training materials are written very generally to accommodate the different challenges each volunteer will face, they do address many of the same pain points developing libraries experience. The main pain point I’ve discovered since turning my ear toward international library development is an all too common problem in the library world: book dumping. We’ve all seen well-intentioned book drives for books to send to faraway lands. It seems very exotic and exciting for a school to bring books that will soon be in the hands of children who are eager to learn, but the reality of these book drives is that they oftentimes result in outdated and irrelevant collections that are unappealing or inaccessible to communities. This is why our training materials urge volunteers to gather locally sourced books and involve their communities in the purchasing of books for their library. Volunteers often innocently refer to the libraries they work with as “my library project,” but our materials urge them to remember that it’s not their library; it’s their community’s library.

There is definitely a lot to consider when training Peace Corps volunteers how to effectively start and run a library, but it’s certainly worth it when you find a library that’s running long after a volunteer has left the community.

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**Connie Champlin** was a Peace Corps volunteer in the Philippines and South Korea. A teacher and librarian in the past, she is now a guide and consultant for Cultural Adventures. She chairs the International Sustainable Library Development Interest Group of the ALA International Relations Round Table (IRRT). She also cochairs the IRRT International Reception Committee. In 2017 Connie planned the celebration of the JFK Centennial at the John F. Kennedy Hyannis Museum.

**Janet Lee** served as a Peace Corps volunteer in Ethiopia. She is the dean of the library at Regis University in Colorado but currently on leave from that position to study as a Fulbright Scholar in Ethiopia. At ALA conferences she often presents programs on sustainable library topics, including “Collaborating for Sustainable Libraries: Working with the Diaspora” and “Multilingual Children’s Book Publishing: A Developing Industry in Ethiopia,” available at [www.al.org/rt/irrt/irrtcommittees/isld/isld]. Janet has served as editor of both print and online publications, including Colorado Libraries, International Leads, Collaborative Librarianship, Jesuit Higher Education, and The Herald: News for Those Who Served in Eritrea and Ethiopia.

**Kelly Grogg**, a former Peace Corps volunteer in Cambodia, is now Peace Corps Librarian. She also serves on the Board of Advisors for Libraries Without Borders. She recently presented a poster at the ALA Annual Conference titled, “The Peace Corps’ Model for Sustainable Library Development.”

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**Works Cited:**


Speaking Up for Equity Takes Courage—But the Standards Have Your Back

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In today’s politically charged climate, school librarians may feel vulnerable when we raise questions about equity, inclusion, and social justice. On the other hand, we cannot and should not avoid this fundamental question: Who does my school library serve?

School libraries can be equity hubs. Scholars recognize equity as an interdisciplinary, system-wide goal, and school librarians are well placed to be equity leaders because of our connections to all learners. Paul Gorski and Katy Swalwell make an explicit call for interdisciplinary equity work in all content areas at all grade levels for students of all backgrounds. They remind us that “teaching for equity literacy is a political act—but not more so than not teaching for equity literacy” (2015, 39).

The National School Library Standards require school librarians to make equity a value that permeates the entire school library community. Creating displays to celebrate diversity is not enough. We cannot allow ourselves to approach diversity as a “social good,” in which isolated programs serve marginalized students without challenging the overall structures of oppression (Watt 2015, 9). Instead, the AASL Standards challenge us to embrace the systemic value of diversity as we work to remedy structural barriers to equity.

This focus on systemic equity is also in line with efforts to include school library communities, collections, and curricula in the Every Student Succeeds Act (ESSA). This 2015 reauthorization and expansion of long-standing education policy and civil rights law renew our focus on equitable opportunities for all students, and libraries are part of this vital work. The AASL Standards are organized into six Shared Foundations; we will explore each through the lens of equity, providing a rationale for action and examples of school library practice.

Include

Key Commitment: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

When the AASL Standards were introduced at the AASL National Conference in November 2017, there was a consensus that the Include Shared Foundation and Key Commitment were both “new” and “necessary.” They ask us to teach students to seek and include balanced and diverse perspectives, exhibit empathy and tolerance, and demonstrate a commitment to equity as they build their own understandings. Include situates our learners within a global learning community and asks us to prepare them for full participation in that community (AASL 2018). And the Include Key Commitment demands that we provide authentic learning opportunities, create an accessible facility, and maintain a diverse collection that meets the needs of a broad range of learners. Include does the lion’s share of equity work, and we use it as we share examples that demonstrate how equity and inclusion are embedded in all the Shared Foundations and Key Commitments.
Inquire

Key Commitment:
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Inquire is focused on cultivating curiosity and the capacity to pursue it. Unfortunately, some students have been left out of the inquiry process and relegated to rote skill development or fact-finding missions without opportunities to exercise their voice and choice. However, the National School Library Standards call for all students to have the opportunity to inquire meaningfully and authentically. Inclusive inquiry also asks us to think about how we question representation; do we teach learners to probe the stories they read, the resources they use, and the perspectives they seek for inclusiveness? Inquiry is a powerful lens that students can use to explore justice in our world.

Inquiry for All

Shelly Buchanan, former school librarian and now lecturer in the MLIS program at San Jose State University, researches student-driven inquiry. Buchanan argues that "all kids need to play the whole game of inquiry from the beginning because it is meaningful, real, relevant work with an authentic audience." Her research shows that, regardless of readiness or achievement, students experience deeper, more satisfying learning when they choose a topic of personal interest, design and execute the research, and create artifacts and new knowledge for presentation to their peers and larger school community (2016).

Anita Cellucci, librarian at Westborough (MA) High School, agrees. She uses guided inquiry design to create opportunities for every single learner—including English language learners and students with individualized education plans—to be curious, ask genuine questions, create keywords, and use meaningful resources to explore their interests. Equity doesn’t mean that all students have the same experience; Cellucci uses individualized instruction to scaffold learning at all levels of readiness, which means that all learners get to learn how to inquire (2018).

Inquiry about Inclusion

Lauren Perlstein, librarian at the Putney (VT) Central School, engages her learners in critical thinking about stereotypes and generalizations. When We Forgot Brock! by Carter Goodrich (Simon & Schuster 2015) was selected as one of Vermont’s Red Clover Award Books, she did some detailed planning to prepare her learners to analyze the gendered stereotypes in the book characters’ imaginary friends. Before she read the book aloud, she had her young students sketch their own imaginary friends. Then they talked about gender stereotypes. By the time they saw the book they were prepared; when they spotted a stereotype their hands went up. Perlstein taught them how to critically analyze a text, and to question it for bias and stereotypes (2017).

Collaborate

Key Commitment:
Work effectively with others to broaden perspectives and work toward common goals.

Often educators translate “collaboration” to mean “group work,” but the AASL Standards remind us that true collaborations include diverse perspectives. The Collaborate competencies require us to go beyond superficial group work in pursuit of real conversations and problem-solving opportunities that require stakeholders to examine and value diverse perspectives.

Supporting Discussions in the Library Community

Collaborations in the library can happen at the school, classroom, and small-group level. This year Diane Brown and Chelsea Sims, school librarians at South East Junior High in Iowa City, collected demographic information with their annual survey to allow them to discover how welcome students within gender, racial, and sexual orientation groups felt in the library. Although the survey showed that 86 percent of
students feel welcome in the library, Sims and Brown also learned that some demographic groups felt more welcome than others. “Of course, the negative feedback received was difficult to read,” Sims notes, “but we had to take a critical stance on what we are doing so can we make it better” (Sims 2018).

Jen Dovre, K–12 school librarian at Ballard Community School District in Iowa, reminds us that equitable collaboration also requires inclusive curriculum and resources. She collaborated with a ninth-grade social studies teacher to help students broaden their perspectives about hate and genocide (2018). The resulting literature circle unit leveraged the study of genocide narratives in diverse cultural contexts and collaborative conversations between peers to help students “understand that learning is a social responsibility” (AASL 2018, School Librarians, III.D.2).

Collaborating for Equitable Access

Kelsey Barker, school librarian at Longfellow Middle School in Norman, Oklahoma, collaborates with students, families, and communities to ensure a culture of 24–7 access to the library, to nurture partnerships with the public library, and to promote reduced-cost WiFi connections for qualifying families. Barker further supports equitable access by providing digital literacy resources to complement the district’s 1:1 initiative, and says, “This has been especially beneficial to students with disabilities or students whose parents lack digital literacy skills” (2018).

Curate

Key Commitment: Make meaning for oneself and others by collecting, organizing, and sharing resources

The school library collection is a natural place to consider equity, and the AASL Standards challenge school librarians to curate “a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities” (School Libraries, II.B.1). School librarians can use a variety of collaborative and reflective strategies to pursue an inclusive collection that offers both windows to and mirrors of the world.

Reflecting on Bias

Former school librarian and current doctoral candidate Jenna Spiering’s research encourages school librarians to be on the lookout for biased language in book reviews that might unintentionally limit the audience for a title by suggesting that LGBTQ+ books are supplemental purchases that are only “for” students of particular sexual orientations or gender identities. She calls attention to warning statements in reviews that call out LGBTQ+ characters or topics as controversial, and reminds school librarians to think about how such warning statements contribute to self-censorship (2017). While Spiering’s work focuses on LGBTQ+ issues, her suggestions can also help us consider other forms of dominant-culture bias in reviews.

Around the 2016 elections, school librarian Kyrstin Delagardelle Shelley heard her Northview Middle School students in Iowa voice a range of political sentiments, from anti-immigrant, anti-Muslim comments to confused, curious, or dismayed questions about political controversies. The political climate pushed Shelley to renew her commitment to curating a diverse library collection that would give her students the chance to read books about people and cultures with whom they may not often interact. Moreover, now that she has become politically active in the community, both through progressive organizing events and through her election to the Des Moines Public Schools school board, Shelley knows that she needs to be particularly aware of how her biases are reflected in the school collection. She continues her commitment to diverse collections, and she is careful to do so with a keen eye toward balance and careful references to her district’s selection policy (2018).

Collaborating for Inclusive Collections

Rachel Small, school librarian at Pine Glen Elementary in Burlington, Massachusetts, curates equitably through collaborative weeding and selection. Small targets specific parts of her collection, and she asks experts to help. For example, her district’s social studies coach helped weed the Thanksgiving books that perpetuate inaccuracies about the holiday. And when she decided to genre-ify the library, Small enlisted a team of teachers, staff members, parents, and district coaches to help weed books with obvious biases and help recognize equity gaps in specific areas of her collection. For inclusive selection, Small uses social media to help her connect with authors and illustrators to find books that support equity, and she purchases a variety of high-interest, low reading level books to make sure all of her students can be passionate about what they read. She also takes recommendations from students seriously, using Destiny’s Wish List feature to solicit and collect requests from her students (2018).
Explore

Key Commitment: Discover and innovate in a growth mindset developed through experience and reflection.

Explore is focused on self-discovery and innovation through reading for personal enjoyment, tinkering and making, and solving problems of personal interest. Librarians are finding ways to help students interested in equity and social justice explore these areas in meaningful ways. They are also providing equitable opportunities for learners to read, make, and solve problems.

Exploring Social Justice

Meg Allison, Union 32 Middle and High School librarian in Vermont, began the school year by curating a social justice reading list and publishing it widely on social media. Meanwhile, a U-32 student spoke out at a school assembly because he had heard the n-word on the bus ride to school. He implored the student body: "We are better than this!" Allison reached out to the brave student, and a social justice club was born. Students are using an online system to report instances of hate speech witnessed at school and to slowly build the case that the school has a climate issue. Their plan is to provide resources that both staff and students can use to speak up and speak out. In the meantime, they themselves are speaking up through art exhibits, student-led protests, and other social action (2018).

Equitable Tinkering and Leading

The principal at Crossett Brook Middle School in Duxbury, Vermont, where Jen Hill is librarian, made an interesting observation: most student leaders are "good at school." The Makerspace Leadership Team, on the other hand, has a variety of leaders, some of whom don’t always shine in the classroom. And that gets to the core values of the makerspace: access and interest. Hill and her students have designed their makerspace so that all students have access, and student interest is at the center. Equity is an issue when making and tinkering are seen as “extras” or enrichment, but the Crossett Brook school library provides the entire student body with the opportunity to make, tinker, play, and problem-solve. Exploration in the Crossett Brook makerspace lets kids who don’t always excel in the classroom create amazing things; students who don’t always get along learn to collaborate to solve problems; and all kinds of kids get to grow their leadership skills (2018).

Reading for Empathy

Peter Langella, librarian at Champlain Valley Union High School in Vermont, believes that schools have a mandate to teach students how to be good citizens, and that good citizenship requires knowing something about the lives of others. Enter literature, Langella says, "Reading books by diverse authors, about diverse characters and diverse populations is a way to educate students about the world." Research linking reading fiction to empathetic brain activity led Langella to approach his administration and faculty to argue for more free-choice reading in school. Now, students have the opportunity to read for choice in their ELA and social studies courses. And Langella offers a course of his own: Story as an Essential Experience. Students explore empathy through related themes like windows and mirrors, resilience, love and hate, race, and identity (2018).
The AASL Standards provide pathways for school librarians to think about evaluating sources and about creating and sharing new knowledge with attention to ethics and privacy.

**Engage**

**Key Commitment:** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

The Engage competencies recognize that all students are information evaluators and producers. The AASL Standards provide pathways for school librarians to think about evaluating sources and about creating and sharing new knowledge with attention to ethics and privacy.

**Engage in Thoughtful Knowledge Consumption and Creation**

Shannon Walters, school librarian at Burlington (VT) High School, does not assume that access to technology means that her students know how to use it well. In her community, as in most, an enormous skill divide exists. Walters believes it is the school library’s duty to democratize these skills by closing that gap. She uses technology to help students analyze information and evaluate news for accuracy as they search for authoritative sources. In her library, students also have opportunities to create new knowledge, cite their sources, and share their work in ways that are meaningful and relevant. “We have to go beyond selfies,” says Walters, and ensure that all students have meaningful opportunities to create through moviemaking, coding, graphic design, and more. Walters believes that libraries help students discover what they didn’t know they needed (2018).

Likewise, when Norman (OK) Public Schools adopted and trained faculty districtwide in the Guided Inquiry Design model, Teresa Lansford, National Board Certified school librarian at Lincoln Elementary, began to see students creating more meaningful products. As one group of students inquired and created a video to teach their peers about water waves, the opportunity to share their new knowledge in a format tailored to their audience gave them confidence and a sense of pride. Lansford noted, “This group of students hadn’t seen themselves in the past as having anything to contribute to our learning community and here they were with a valuable contribution to our learning. You could tell they felt more important in school than they had before” (2018).

**Privacy in an Equitable Library**

Kelsey Barker from Norman (OK) Public Schools models her understanding of ethical use of information by respecting her students’ privacy rights and creating an environment where privacy is a key part of information ethics and intellectual freedom. Barker says, “My students understand that their library records are private and that they can access digital materials for even more freedom. This allows students with learning disabilities, for example, to select materials on their reading level without fear of ridicule from peers.” Working with her school staff to help them understand every student’s right to read also helps create a library environment in which all community members’ intellectual freedom rights are protected (2018).

**Action Steps for Equity**

Let the National School Library Standards be your call to action! Consider the action steps below as you create equitable opportunities and outcomes for your students and help them become thoughtful global citizens. Librarians all over the country are building on a long-standing democratic tradition of serving the public via access, instruction, and community. We strongly encourage you to aspire to new ways of championing equity, inspired by the stories told here and ideas outlined in table 1.
Table 1. Examples of action steps for equity.

<table>
<thead>
<tr>
<th>SHARED FOUNDATIONS</th>
<th>GOALS</th>
<th>ACTION STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INQUIRE</strong></td>
<td>Ask tough questions.</td>
<td>Where does bias show up in my library culture and policies? Whose stories are missing from my collection? What perspectives are not represented?</td>
</tr>
<tr>
<td><strong>INCLUDE</strong></td>
<td>Recognize bias and seek diverse perspectives.</td>
<td>Reflect on your instructional practice: Are you teaching all students in ways that are meaningful and appropriately challenging for them? Take an implicit bias test, such as the one at <a href="https://implicit.harvard.edu/implicit">https://implicit.harvard.edu/implicit</a> and reflect on how the results might inform your practice.</td>
</tr>
<tr>
<td><strong>COLLABORATE</strong></td>
<td>Work with others to identify and address assumptions and biases.</td>
<td>Collaborate with your faculty to share your work and ask each other hard questions about equity. Collaborate with students to create a library where all learners feel welcomed and respected. Be sure that your library advisory board is diverse!</td>
</tr>
<tr>
<td><strong>CURATE</strong></td>
<td>Build a collection that does not just “celebrate diversity” but represents all perspectives equitably.</td>
<td>Read diverse books and add them to your collection. Ask students and teachers what perspectives are missing and fill those gaps. Subscribe to Teaching Tolerance magazine (free to educators) at &lt;www.tolerance.org/magazine/subscribe&gt;.</td>
</tr>
<tr>
<td><strong>EXPLORE</strong></td>
<td>Provide opportunities for all students to read, make, tinker, innovate, and grow.</td>
<td>Survey student interests and look for opportunities to provide related resources. Collect data: Who gets to make and create in the library? Who doesn’t? How might you address the gap? How might students take leadership roles in your library?</td>
</tr>
<tr>
<td><strong>ENGAGE</strong></td>
<td>Take responsibility for your library and rectify inequities.</td>
<td>How accurate is your collection? Evaluate your resources for bias and stereotypes. Showcase learning products from a wide variety of learners.</td>
</tr>
</tbody>
</table>
Jeanie Phillips is a former (and always!) school librarian and a Professional Development Coordinator for The Tarrant Institute for Innovative Education. A 2014 Rowland Fellow and a Collaborative Practices Facilitator for the School Reform Initiative, she is passionate about student engagement, equity, collaboration, and questions. She is a member of the AASL Standards Implementation Task Force.

Kate Lechtenberg is a doctoral student at the University of Iowa in Iowa City. She is a member of AASL and was a member of the AASL Standards Implementation Task Force. In 2016 she received the Frances Henne Award. Kate is also a news editor and monthly blogger for ALA’s Office for Intellectual Freedom.
A MAJOR MAKING UNDERTAKING

A NEW LIBRARIAN TRANSFORMS A MIDDLE SCHOOL LIBRARY INTO A MAKERSPACE ALIGNED TO HIGH SCHOOL CAREER ENDORSEMENTS

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**Background/Rationale/Introduction**

**SFB:** The fundamental principle behind today’s makerspace has been with us for quite some time. A century ago, educational reformer John Dewey wrote, “Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking... learning naturally results” (Dewey 1916, 181).

Learning in makerspaces involves doing, playing, thinking, experimenting, creating, collaborating, mentoring, inquiring, problem-solving, producing, inventing, designing, building, and sharing (Loertscher, Preddy, and Derry 2013). Whatever the character of a makerspace, all makerspaces have the same goal: to actively engage students in open-ended exploration and learning. To encompass this learning, makerspaces have taken on many different personas in school libraries. Some librarians have begun their makerspaces in a small area of the library that consists of a table or two with shoeboxes of Legos, electrical circuitry, and play dough. Other makerspaces are embedded throughout the library and focus on STEM activities including coding, gaming, power tools, laser-cutting, and 3-D printers. Still others include makerspaces that spill beyond the library into the school’s classrooms and include STEM, art, music, crafts, and, yes, those shoeboxes full of Legos and modeling clay and dough. One makerspace is not necessarily better than the other—they are just different.

The makerspace discussed here is further differentiated; this article provides insight into the transformation of a traditional middle school library into a makerspace that focuses on high school endorsements. This particular makerspace was created from the perspective of—and is the brainchild of—a new librarian in her first year of practice.

**One makerspace is not necessarily better than the other—they are just different.**

**The Librarian**

**SFB:** Bonnie Alexander is the librarian at Nelda Sullivan Middle School in Pasadena, Texas. She is a former English teacher in the high school for which Sullivan is a feeder school and is currently working to complete her Master’s degree in School Library and Information Science at the University of Houston-Clear Lake. After learning about the leadership role of the school librarian, as well as about the implementation and potential benefits of a makerspace, she combined her new knowledge with her working knowledge of Texas House Bill 5 to create a vision of an anticipated highly impactful makerspace.

**BA:** As I was researching the various STEM activities and how I could use them in my program, another idea started to formulate: to align the makerspace to the high school endorsements under which students would have to graduate. This approach to implementing the makerspace could give every student the opportunity to explore the various career pathways and, thus, transform the middle school library into a place where all students could come and explore.

**SFB:** House Bill 5, passed by the Texas Legislature in 2013, made substantial changes to restructure the state’s graduation requirements, enabling students to earn endorse-
ments in specific areas of study. The endorsement chosen guides a student’s course selections to focus on a particular area of interest and career path. School districts are now required to ensure that each student, upon entering ninth grade, indicates which endorsement(s) the student intends to earn. The endorsements include:

- **STEM** (i.e., courses related to science, technology, engineering, math, computer science);
- **Business and Industry** (i.e., agriculture, finance, hospitality, manufacturing, marketing);
- **Public Services** (i.e., health science, human services, law, public safety and administration);
- **Arts and Humanities** (i.e., American Sign Language, fine arts, foreign languages, English, social studies); and
- **Multidisciplinary Studies** (specified combinations of the above endorsement areas) (Texas Association of School Administrators 2014).

The First Steps

**Principal Approval**

SFB: The first step in any project of this nature is to seek approval from the principal. Bonnie’s principal, Kelly Cook-Costley, was serving her first year as a principal. She was enthusiastic about this new concept. With her principal’s approval, Bonnie set out to implement a new and exciting concept of a school library where every single student in the building could find an interest. This experience enabled students to identify and claim an area of endorsement upon entering ninth grade, which would begin their journey toward their future career.

**Solicit Colleagues’ Expertise and Support**

SFB: Transforming the library was a huge undertaking. Bonnie’s first step was to confirm her understanding of the endorsements and the career paths they encompassed. She then visited the career, technology, and engineering classrooms on the high school’s campus to learn more about them and to solicit any items the instructors would be willing to donate to her program. She felt it important to tap into the knowledge of teachers preparing students for life beyond high school. Teachers were eager to contribute items because the educators knew that the middle school students feeding into their school would enter high school already knowledgeable about the endorsement programs offered.

BA: I recommend soliciting others’ ideas and support. When I did, I accumulated more donations than I had ever anticipated. High school teachers donated items and one teacher even purchased additional materials to add with her donations.

SFB: After collecting and organizing the donations, Bonnie created an outline for connecting items and activities to the endorsements. She proposed the outline to her principal who approved approximately $2,200 to purchase additional items. Her principal expressed the belief that this expenditure was minimal for a program that had the potential to engage every student on the campus.

The endorsements naturally align themselves with student coursework. This alignment benefits the school librarian as it leads to a natural collaboration between the librarian and the content-area teachers. For example, Bonnie needed much

As I was researching the various STEM activities and how I could use them in my program, another idea started to formulate: to align the makerspace to the high school endorsements under which students would have to graduate. This approach to implementing the makerspace could give every student the opportunity to explore the various career pathways and, thus, transform the middle school library into a place where all students could come and explore.
guidance in how to use the 3-D printer, so she collaborated with the computer science teacher.

**BA:** The important lesson here? When implementing new programs unending support can often be found within your own school. You must step out of your comfort zone and be willing to model the same behavior expected from students: create your own personal learning communities and learn from one another.

**Promoting the Program**

**SFB:** Though Bonnie, her principal, and the teachers were supportive of this new makerspace, they knew the importance of gaining the support of the community’s stakeholders. During parent night, Bonnie informed parents and students about the makerspace, career paths, and how the activities were related to the various career paths.

**BA:** The parents seemed impressed, especially with the activities related to engineering and computer science. I work in a school in a low socioeconomic area and many of the opportunities we are providing include expensive kits that a family may not have the opportunity to purchase. So, in turn, their children do not necessarily get to cultivate these particular interests as could students in a more affluent area.

**SFB:** Being at a newly built school, Bonnie was able to take advantage of walkthroughs by associate superintendents, board members, and even the superintendent. Bonnie directed visitors through the makerspace, explaining how the activities were related to the career endorsements and how students participated.

**What We’ve Learned**

**SFB:** The results of Bonnie’s hard work in implementing this makerspace are clear. Students clamor to get to the library. Bonnie believes this is because the space was created and is specifically tailored to meet the needs of each of the students.

**BA:** They have the opportunity to explore their own interests and decide the activities where they will participate. Students who thought they would never have any interest in certain fields will actually try them out and find that a particular field of study was not what they thought and in some cases, find they actually enjoy it. I have seen this happen a lot with the engineering activities.

**Challenges**

**SFB:** Bonnie learned very quickly that there were more students than she alone could manage. Having over one hundred students in the school library each morning—though gratifying—led to chaos. Classroom management took precedence over her responsibility as an instructional coach in the makerspace.

**BA:** The number of students wanting to participate each morning outweighed safety as students were barreling up the stairs and running down the hallway to get to the library first. While this is an awesome problem to have in the context of a library program, I needed to find a way to accommodate all students while giving each student a high-quality experience in the makerspace. I designated days for specific endorsements and activities and limited the number of students in the library each morning.
Bonnie and support staff not only manage the makerspace, they serve as role models for the community of learners.

SFB: After consulting with her principal, Bonnie received additional support staff to help in the library each morning.

Successes

SFB: Activities in the makerspace are gender neutral. Students are willing to explore all activities. Girls and boys are participating in equal numbers in engineering activities; and boys are learning to crochet and create jewelry pieces.

Students are taking pride in their work. Pride is often necessary for validation and confirmation of one’s work and continued success. This taking pride in their accomplishments indicates that students are actually feeling invested in the activities and taking ownership of the makerspace.

All stakeholders indicate by their actions that they have taken ownership of the makerspace. Students are respectful of items in the makerspace and demonstrate their understanding that the items are collective property. Teachers donate and volunteer their time to teach students various activities. Parents and community partners also contribute through volunteer time and donations.

Bonnie and support staff not only manage the makerspace, they serve as role models for the community of learners.

BA: The students see other staff members and me trying new activities alongside students, a circumstance that allows us to work through obstacles with students. Trying new activities along with students also gives us the opportunity to encourage perseverance in accomplishing common goals.

Future Goals

SFB: Bonnie plans to add future spaces based on emerging technologies identified through AASL’s Best Tools for Teaching & Learning <www.al.org/aasl/standards/best> and information she gathers from other resources, such as Nikki Robertson’s blog, The Absolutely True Adventures of a High School Librarian. Similarly, Bonnie will use information and ideas gained from her current coursework in the library science program, magazine and journal articles, and collaboration with the computer science teacher. Bonnie also plans to support student needs and requests.

BA: I recently realized that many of my students cannot read what I write in cursive. Though for many this may seem as if I am going back in time, I disagree. I think not being able to read cursive writing puts this future workforce at a huge disadvantage in the business world, so I plan to add a station in my makerspace where I rectify this situation. In addition, students often know about the next big thing before I do, so I also consider their requests when it comes to adding items to the makerspace. They make their suggestions; I research each suggested item, figure out how it fits in the program, how I will implement it, and then I work on securing the funds.

BA: Maintaining and adding to the makerspace will require continued efforts to secure funds. I recently entered a contest that would showcase our program. This contest offers a grand prize of $60,000 dollars for schools implementing innovative programs to the benefit of their students. The biggest benefit to competing in these types of contests is exposure for your library program. This is a national contest where a video of your program goes live on the Internet for others to view and vote. Entering this contest has given our program a stage in terms of the entire district, the community, and the world beyond. Who knows where it can lead?

SFB: Grant writing and advocacy are at the top of Bonnie’s “to do” list. In her initial year as a school librarian, Bonnie was awarded two grants, one for $4,600 and one for $3,000. The money will go toward the purchase of a program that personalizes reading for students and additional items for each endorsement area.

BA: Students often know about the next big thing before I do, so I also consider their requests when it comes to adding items to the makerspace.
Bonnie also believes it is important to display student creations in the library. She will continue to highlight as much student work as space permits. Displaying student work is beneficial: students take pride in their work, and student work products serve as examples to show others what is possible. Student displays are also a great way to highlight what is happening in the school library.

In the future, data collection will include the key competencies that students need for recognition as ideal candidates for jobs. These competencies include cognitive skills such as critical thinking, decision-making, program-solving, knowledge application, and creativity; the interpersonal skills of communication, collaboration, leadership, and global and cultural awareness; and intrapersonal skills like ethics, self-direction, motivation, and responsibility.

Conclusion

It can be quite an undertaking for any librarian wishing to transition the library to include a makerspace integrated with the library’s mission. Incorporating activities that are aligned to curriculum standards may prove challenging. Finding resources to help fund activities may also be difficult. However, Bonnie, a new school librarian, has shown that it is worth the risk, time, and money to transform the library.

For the benefit of my students, I am changing the face of the traditional library, which I believe is outdated and no longer has a place in this 21st-century world because it may inadvertently exclude some students. I am creating a space that fits all students’ needs, making it relevant and meaningful to their futures as these current students are exposed to a world my generation only dreamed about. Different circumstances demand different means. An important concept to consider when one is grooming students for the future is the famous quote often attributed to Albert Einstein: “Insanity: doing the same thing over and over again and expecting different results.”

While the endorsements mentioned earlier refer only to requirements for students in Texas schools, they certainly suggest a foundation for the next generation of school libraries across the nation in their efforts to implement makerspaces that engage all students in spaces that, in John Dewey’s words written over one hundred years ago, “demand thinking” and where “learning naturally results.”

Works Cited:


Politicians and people in power too often focus on abstract statistics about the number of people and monetary costs, while rarely trying to understand what it actually means to be so desperate to leave everything behind and embark on these very risky journeys to reach our shores.

Teaching Empathy for a Better World

Francesca Sanna

My first picture book, The Journey, was published in 2016 (Flying Eye Books). It tells the story of a family and the journey they embark on when their home becomes unsafe. As I explain in a note at the end of the book, I was inspired by the many displaced families I spoke with at a refugee center in Italy. I spoke to numerous different families that travelled from many varied, faraway places to find a safe place. Part of my research even included historical documents about immigration from the early 1900s. I didn’t want The Journey to be a specific account; I wanted it to convey the idea that everyone has the right to have a safe place to live. For this reason, in the book I give as little information as possible about where or when the story is set.

I began to work on The Journey because I am from Italy, where migrant and refugee issues have been in the media for a significant part of my life. I’ve always found discussions about the topic to lack empathy. I believe empathy and understanding are of great importance when dealing with such a complex topic, especially when it includes so much human tragedy. Politicians and people in power too often focus on abstract statistics about the number of people and monetary costs, while rarely trying to understand what it actually means to be so desperate to leave everything behind and embark on these very risky journeys to reach our shores.

In recent years, as I left Italy to study abroad and, later, to work, my focus expanded to other parts of Europe and the rest of the world. It wasn’t difficult to see that this lack of empathy was not an exclusively Italian propensity.

In the debate about immigration, it is often forgotten that the right to have a safe place to live is a human right—that human rights belong to everyone, and are not just for citizens of a certain country. In my opinion, empathy can truly help remind us of this reality, and empathy can shed light on the human dimension behind the plight of refugees.

Since the book has come out, I’ve had the pleasure of helping to facilitate, in conjunction with libraries and schools, discussions and workshops with children about these topics. I have been delighted to meet a supportive community of librarians and teachers who are committed to sharing this message of empathy and understanding.

During these workshops, readings and Q&A sessions, I started working on activities that outlined and explained the message of the book.
and helped children connect with it. Empathy is quite a cryptic word for children, but working with it as an applied concept is always easier than expected.

Usually I start by asking them to think about the question “What if this was my story?” I then ask the children to draw a list of important things that they would bring with them if they had to undertake a difficult journey. I ask children to think about how the characters in The Journey feel, and ask them to write or draw the end of the story. (In the book the fate of the family remains a mystery.)

Every classroom is different. Many times, I have found myself talking in a classroom that includes kids whose relatives have immigrated. In some countries, I visited classrooms containing two or three children who had arrived as refugees. In other cases, I worked with classes where all the children had come from foreign countries and were required to spend half of their school time in so-called “integration classes” to learn the new language and about the new culture.

I was particularly inspired by these visits, as well as by the use of empathy to create an emotional tool to help share the experiences of children who had left their home country and were seeking a new life in a new place. Working with these children gave me insight into the very personal realities of families fleeing countries all over the world.

In the classes where everyone had come from different countries, we spoke about the main problems people in their situation have to face when they move to a new place: they don’t understand what is happening around them; they are overwhelmed by all the new things at once; and they miss their old lives. This discussion helped to validate the students’ feelings and work towards solutions.
In less diverse classrooms where only a few children had come from other countries and did not yet speak the language well, my approach was slightly different. First, I created connections by highlighting what the children have in common, despite their cultural or linguistic differences. I did this by asking them to write or draw a map of who they are by illustrating what they like and what they don’t. When you see all the maps together side-by-side, you find so many common likes and dislikes! Sometimes I encourage students to work in pairs and ask each other questions about things they don’t know about each other. Then each student uses the answers to build a written description or a portrait of the other. This exercise creates understanding of what we have in common rather than what we don’t, and focuses on how the other person might feel, and how we may have felt the same way in a similar situation. Universal sentiments that always appear are the feeling of being rejected by a group and the fear of not being accepted.

Over the past few years I have visited many schools and libraries in different countries and have spoken to numerous children about their lives and experiences. One question I often pose to children is “What was the scariest time in your life?” and one of the most popular answers is “the first day at school.” The fear that students felt on their first day of school was something that became a unifying force in the classroom. It showed students that no matter where you come from or what your culture is, you are likely feeling the same thing as someone completely different from you. Introducing a child to this concept of empathy, I believe, is the key to a united, globally conscious world.

With this in mind, I was inspired to work on another book, this time confronting what comes after a child has made it to a new home and is facing the challenges that must be overcome. My new picture book, *Me and My Fear* (Flying Eye Books 2018), features a young girl’s new beginning in a new country and a new school. Having worked so closely with so many children in the same situation, I felt equipped to accurately represent not only the feelings of the displaced child but also the universal feelings felt by all children when confronted with new experiences. In the book “fear” is personified and easily identifiable. This concept of fear as an actual being helps children understand their feelings as tangible and changeable. I hope this new book helps impart the lessons that children have taught me about compassion and connection.

**Teachers guide:** [www.amnesty.org.uk/files/exploring_the_journey_together.pdf](http://www.amnesty.org.uk/files/exploring_the_journey_together.pdf)

**Francesca Sanna** is an Italian illustrator and graphic designer who moved to Switzerland to follow her dream to work as an illustrator. She graduated in 2015 from the Lucerne School of Art and Design with a Master of Design with focus on Illustration. The Journey, her first book, won the 2017 Ezra Jack Keats Book Award, The Society of Illustrators Gold Medal, and the 2017 Amnesty CILIP Honor, among others. It has received starred reviews from Publishers Weekly, Booklist, Kirkus Reviews, Shelf Awareness, School Library Journal, and The Horn Book.

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