WHAT DOES IT MEAN TO BE A SCHOOL LIBRARIAN DURING COVID-19?

Kristin Fontichiaro

University of Michigan School of Information
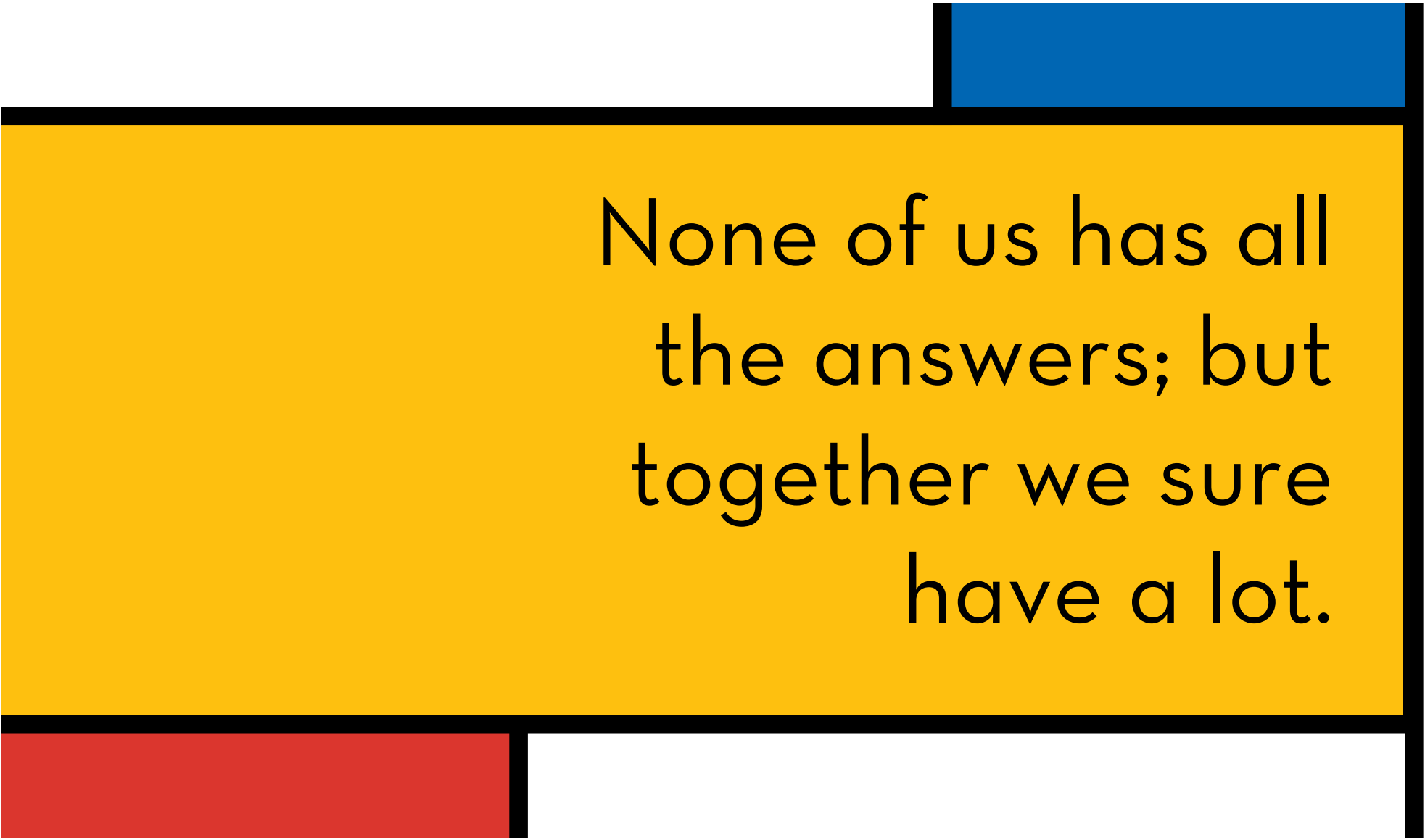font@umich.edu | @activelearning | bit.ly/fontblog

CHERRY LAKE
PUBLISHING GROUP

Hello!

http://bit.ly/cherryjan21

Deep
Breath.

None of us has all the answers; but together we sure have a lot.

TODAY

1. Where are we now?

2. What are stakeholders worried about?

3. What needs are librarians seeing that others are not?

4. Trends and thoughts

5. CLP materials designed to help

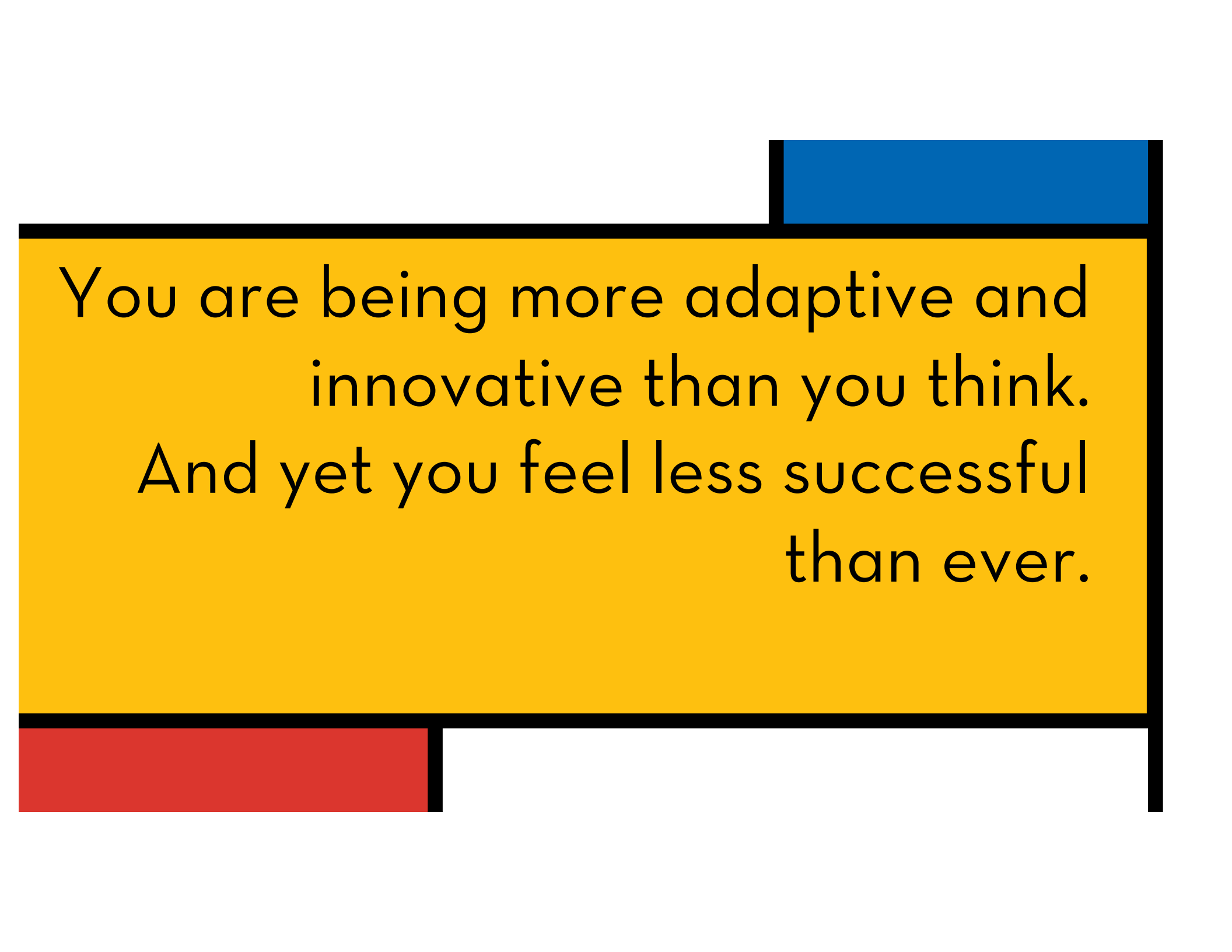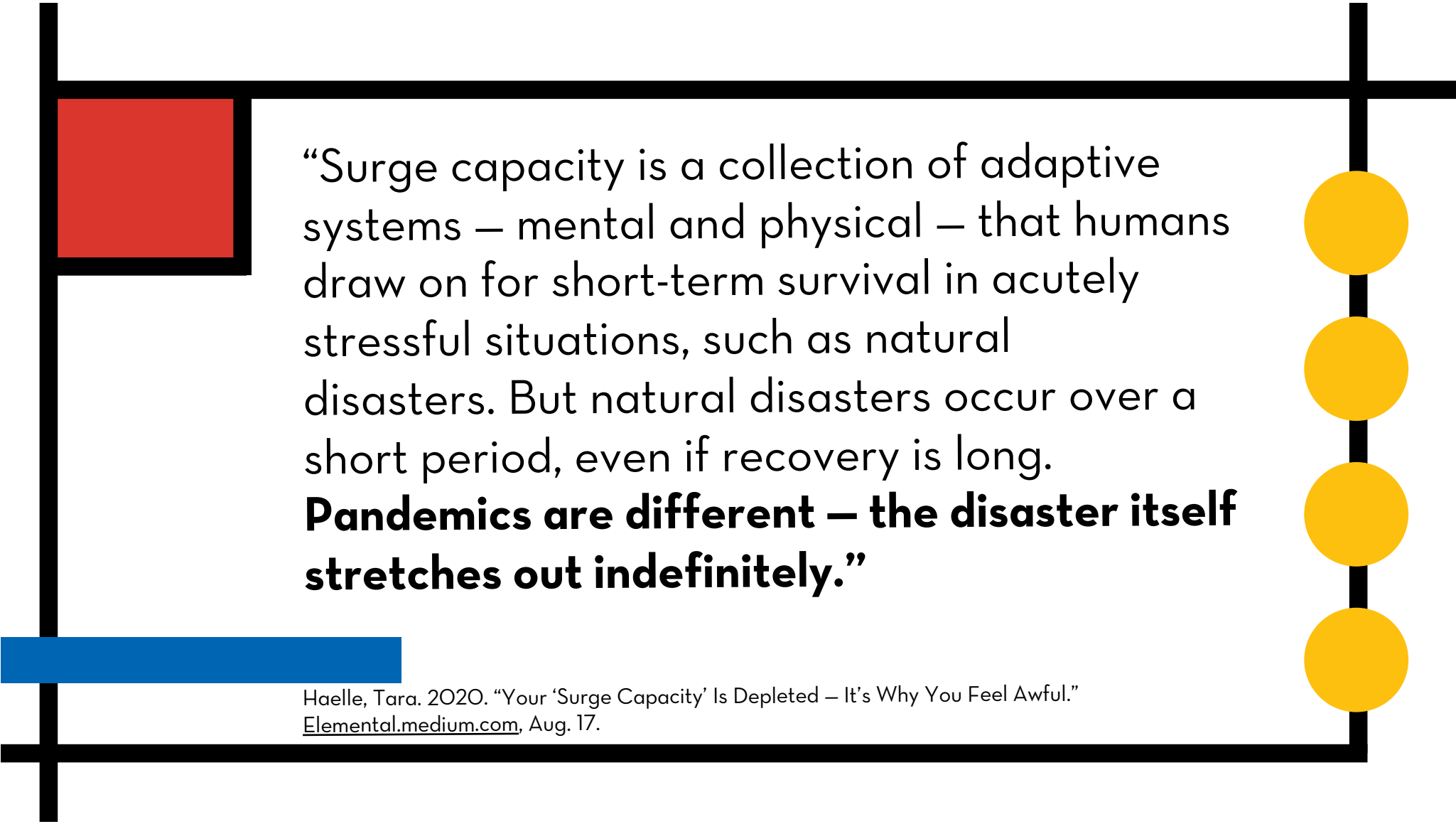# Where are we now?

Who's here today?

Answer Poll Question 1
http://bit.ly/cherryjan21

You are being more adaptive and innovative than you think.

You are being more adaptive and innovative than you think. And yet you feel less successful than ever.

"Surge capacity is a collection of adaptive systems — mental and physical — that humans draw on for short-term survival in acutely stressful situations, such as natural disasters. But natural disasters occur over a short period, even if recovery is long. **Pandemics are different — the disaster itself stretches out indefinitely.**"
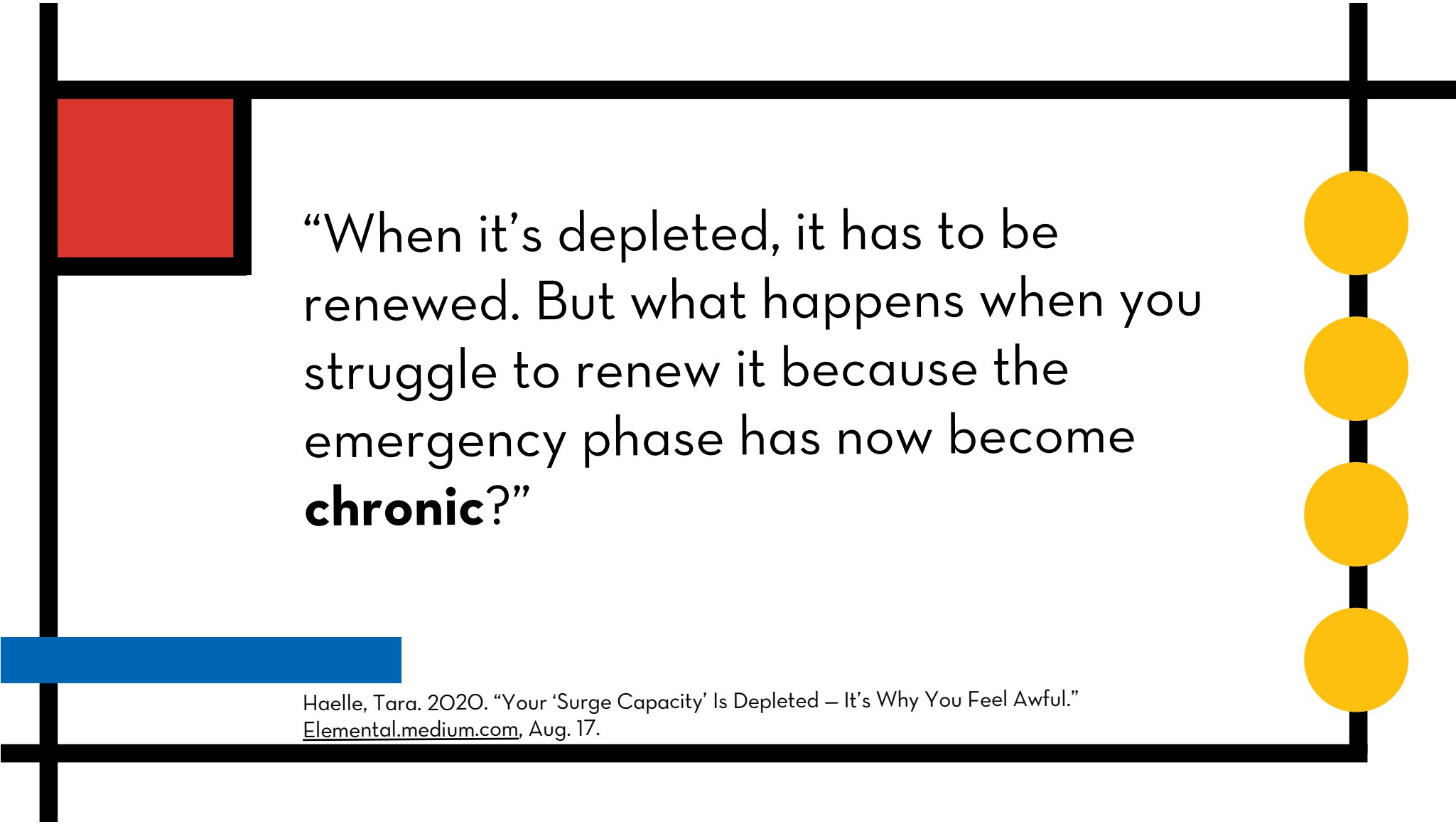
Haelle, Tara. 2020. "Your 'Surge Capacity' Is Depleted — It's Why You Feel Awful." Elemental.medium.com, Aug. 17.
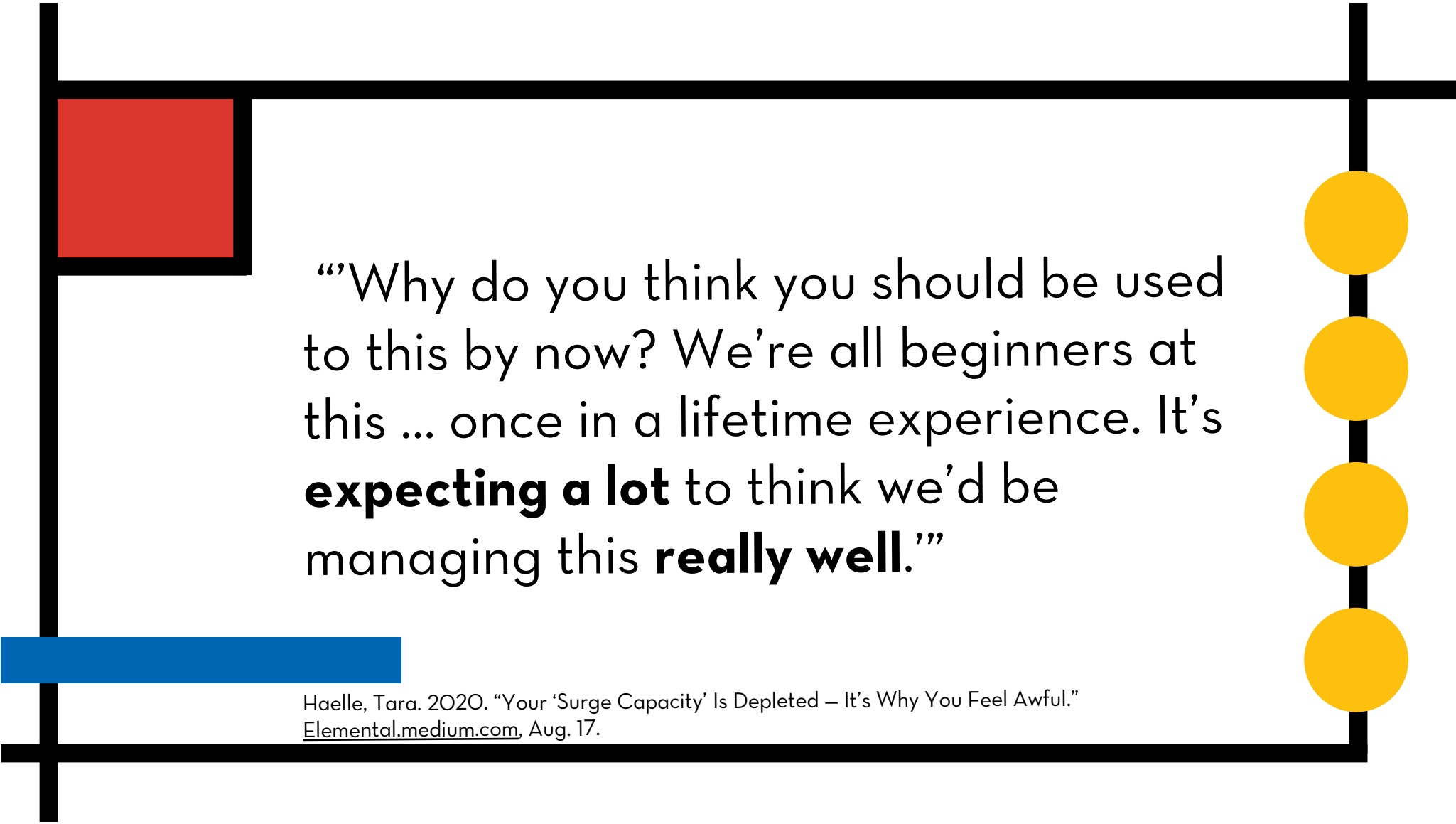
"anxiety-tainted depression mixed with ennui that I **can't kick**"

Haelle, Tara. 2020. "Your 'Surge Capacity' Is Depleted — It's Why You Feel Awful." Elemental.medium.com, Aug. 17.

"When it's depleted, it has to be renewed. But what happens when you struggle to renew it because the emergency phase has now become **chronic**?"

Haelle, Tara. 2020. "Your 'Surge Capacity' Is Depleted — It's Why You Feel Awful." Elemental.medium.com, Aug. 17.

"'Why do you think you should be used to this by now? We're all beginners at this ... once in a lifetime experience. It's **expecting a lot** to think we'd be managing this **really well**.'"

Haelle, Tara. 2020. "Your 'Surge Capacity' Is Depleted — It's Why You Feel Awful." Elemental.medium.com, Aug. 17.

FRED 〜 — Unemployment Rate

Percent

15.0

12.5

10.0

7.5

5.0

2.5

0.0

1950 1955 1960 1965 1970 1975 1980 1985 1990 1995 2000 2005 2010 2015 2020
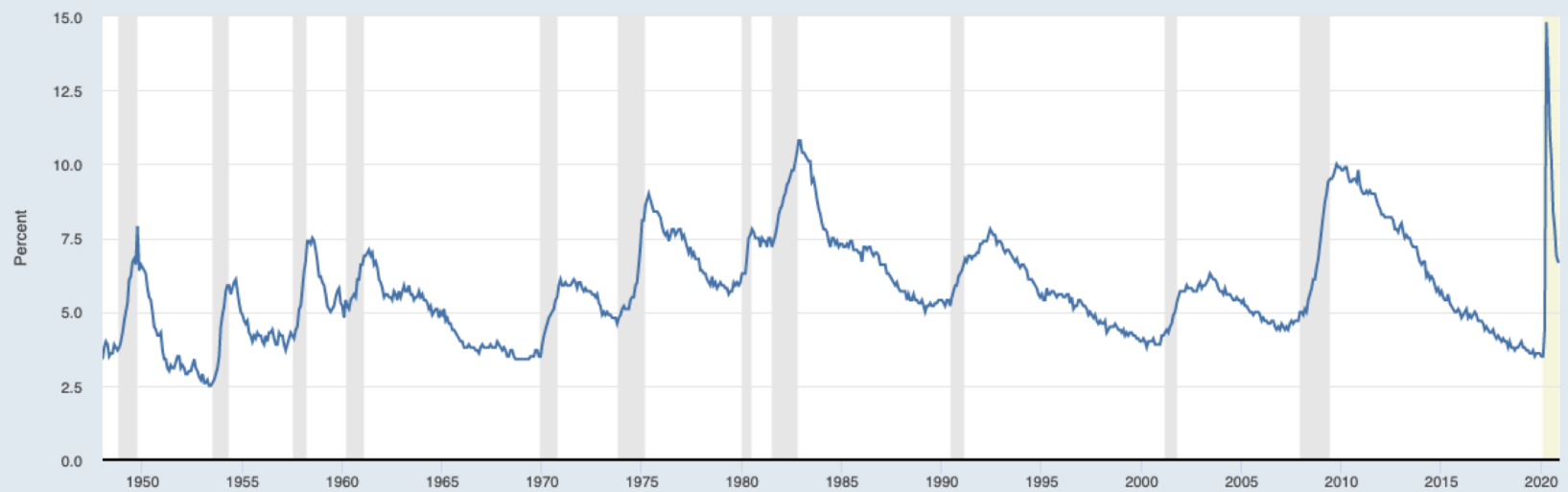
U.S. recessions are shaded; the most recent end date is undecided.

Source: U.S. Bureau of Labor Statistics

fred.stlouisfed.org

Self-actualization
desire to become the most that one can be

Esteem
respect, self-esteem, status, recognition, strength, freedom
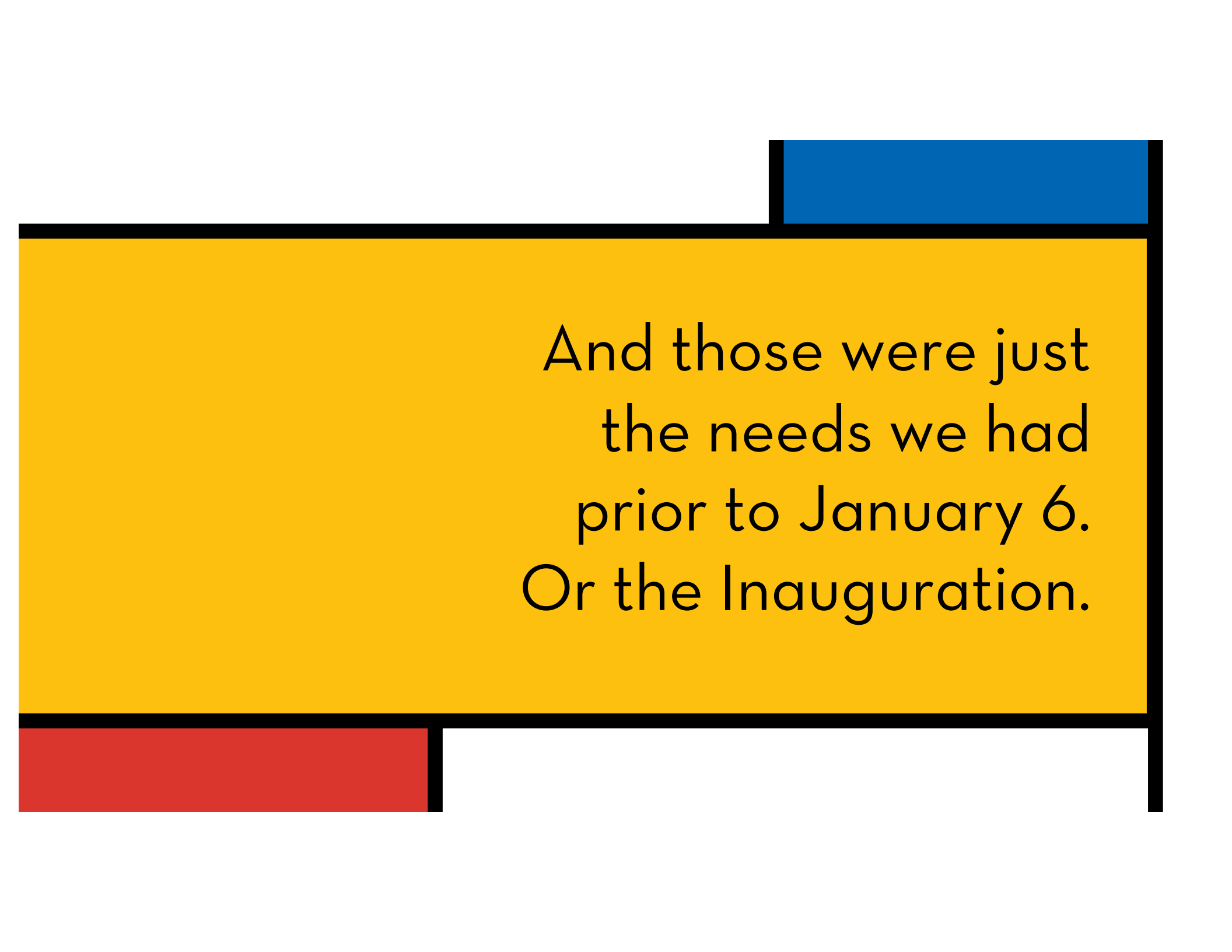
Love and belonging
friendship, intimacy, family, sense of connection

Safety needs
personal security, employment, resources, health, property

Physiological needs
air, water, food, shelter, sleep, clothing, reproduction

And those were just
the needs we had
prior to January 6.
Or the Inauguration.

Advice

Accept that life is different right now

Expect less from yourself

Recognize the different aspects of grief (including anger)

Experiment with "both-and" thinking

Look for activities, new and old, that continue to fulfill you

Focus on maintaining and strengthening important relationships

Begin slowly building your resilience bank account
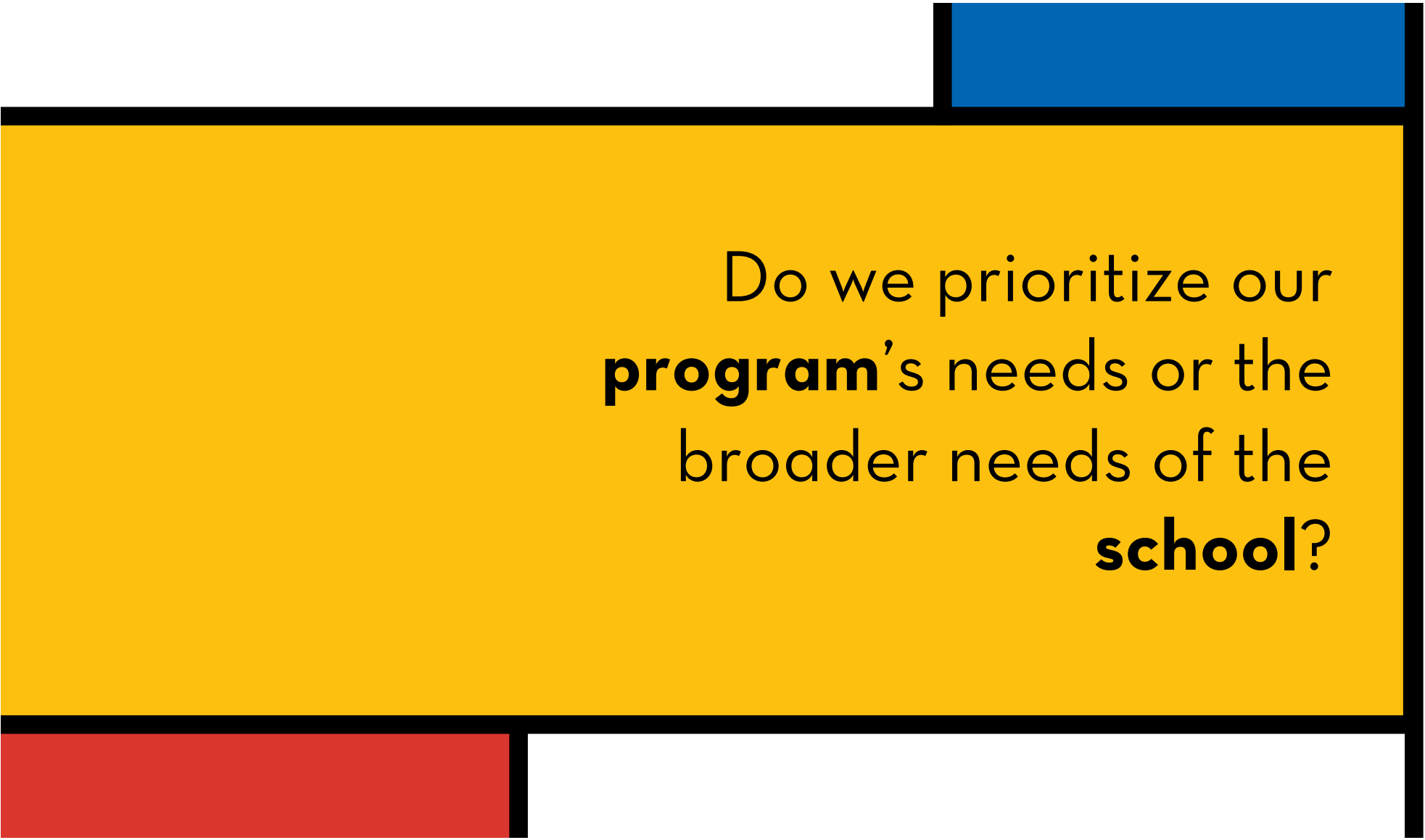
How do we do less
and still feel satisfied?
Focus on **impact**.

Impact comes from clear **priorities.**

Do we prioritize our **program**'s needs or the broader needs of the **school**?

Impact on **whom**?
Impact on **what**?

What are your biggest **impacts** in a "normal" year?

Question 2
http://bit.ly/cherryjan21

"As a profession, we're split between go-getters and the 'I'm here when you need me' folks. This is the year for the go-getters."

—Kristin Fontichiaro, clinical associate professor of information, University of Michigan

https://www.slj.com/?detailStory=Librarianship-in-2020-Year-of-the-Go-Getter-leadership-covid-19-coronavirus

What does your school community **need most** right now? What do **you see** that maybe no one else does?

Questions 3 & 4
http://bit.ly/cherryjan21

Socioemotional needs I see ...

Stabilization of basic needs

Need to feel centered, heard, reassured, valuable, and helpful

Ability to figure out what's true and not true

De-escalation of political heat and rhetoric

Self-soothing practice and materials

"Someone just take something off my plate – please!"

Needed: **Great, Easily Deployed Resources**

More quality, pre-packaged modules that can be deployed quickly

More access to a carefully curated set of high-quality materials

... that lean into the information literacy skills your students need to be learning

Needed:
Varied Media Diet

More practice with credibility, search, fact-checking *across ideological spectrum*.

"Research for yourself" doesn't mean what it used to

Greater ability to tease out emotional from factual arguments

AllSides™ Media Bias Chart

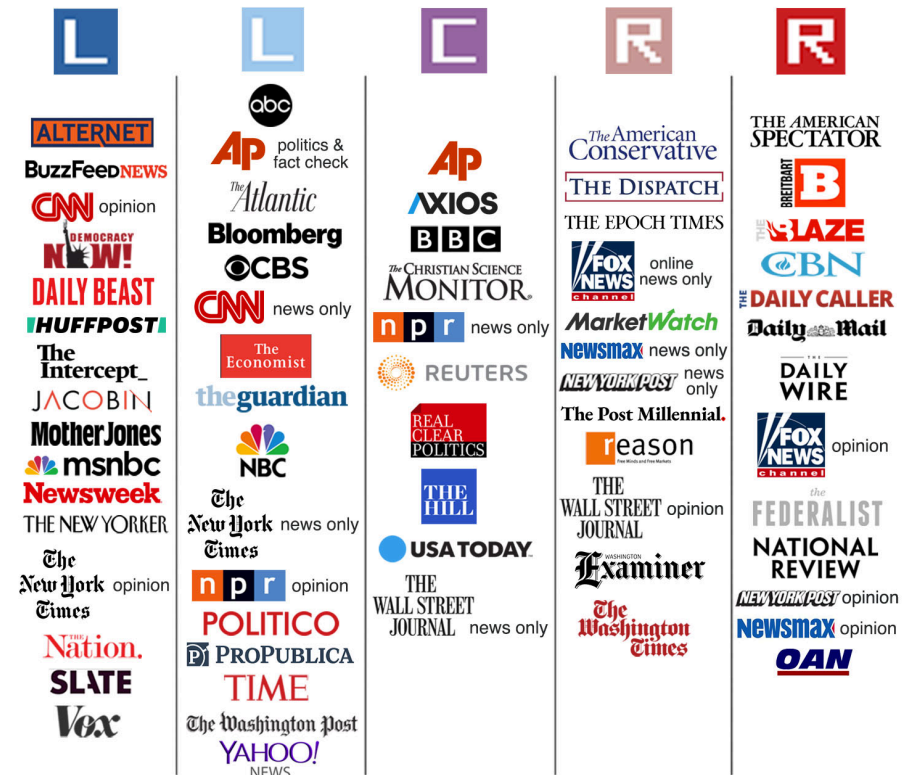All ratings are based on online content only — not TV, print, or radio content. Ratings do not reflect accuracy or credibility; they reflect perspective only.

L	L	C	R	R
ALTERNET	abc	AP	*The* American Conservative	THE AMERICAN SPECTATOR
BuzzFeed NEWS	AP politics & fact check	AXIOS	THE DISPATCH	BREITBART B
CNN opinion	*The* Atlantic	BBC	THE EPOCH TIMES	THE BLAZE
DEMOCRACY NOW!	Bloomberg	*The* CHRISTIAN SCIENCE MONITOR	FOX NEWS online news only	CBN
DAILY BEAST	CBS	npr news only	MarketWatch	THE DAILY CALLER
HUFFPOST	CNN news only	REUTERS	Newsmax news only	Daily Mail
The Intercept_	The Economist	REAL CLEAR POLITICS	NEW YORK POST news only	DAILY WIRE
JACOBIN	the guardian	THE HILL	The Post Millennial.	FOX NEWS opinion
Mother Jones	NBC	USA TODAY	reason	the FEDERALIST
msnbc	The New York Times news only	THE WALL STREET JOURNAL news only	THE WALL STREET JOURNAL opinion	NATIONAL REVIEW
Newsweek	npr opinion		WASHINGTON Examiner	NEW YORK POST opinion
THE NEW YORKER	POLITICO		The Washington Times	Newsmax opinion
The New York Times opinion	ProPublica			OAN
The Nation.	TIME			
SLATE	The Washington Post			
Vox	YAHOO! NEWS			

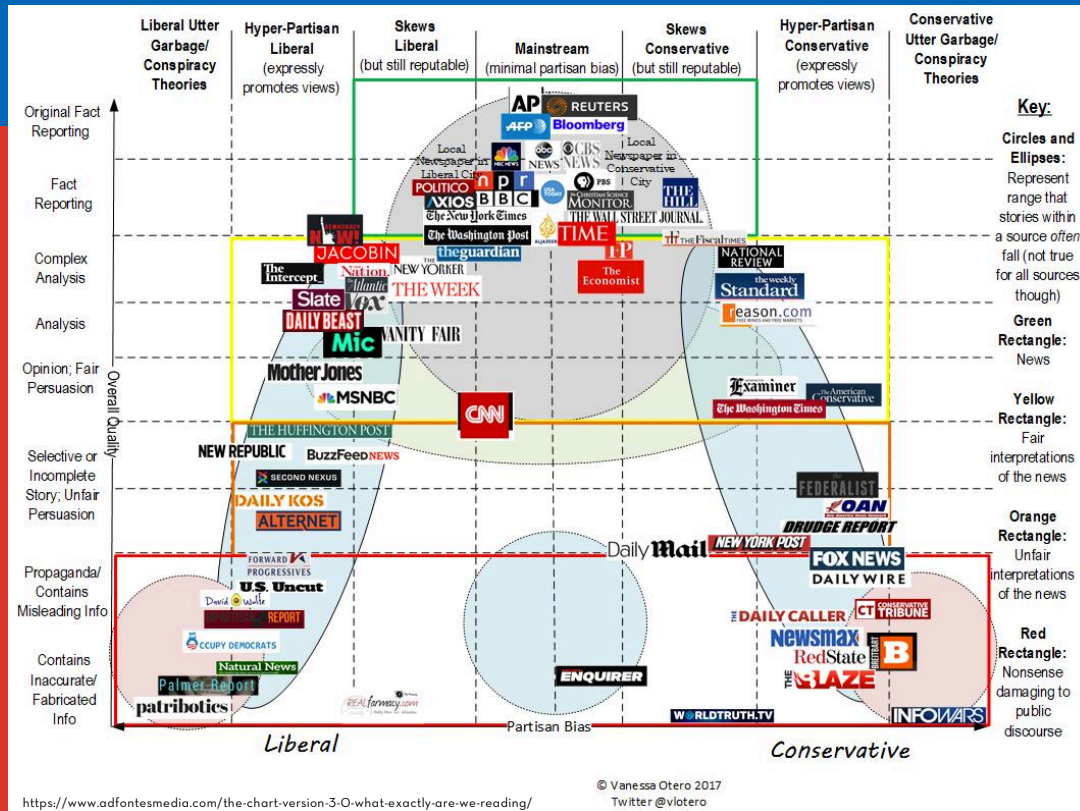L LEFT L LEAN LEFT C CENTER R LEAN RIGHT R RIGHT

AllSides Media Bias Ratings are based on multi-partisan, scientific analysis.
Visit AllSides.com to view hundreds of media bias ratings.
https://www.allsides.com/media-bias/media-bias-ratings

Version 3 | AllSides 2020

Triangulation is not enough

Striking Differences Between Liberals and Conservatives

Consistent liberals...
...name an array of main news sources

15% CNN
12% MSNBC
13% NPR
10% NYT

Consistent conservatives...
...are tightly clustered around one main news source

47% Fox News

Rand Corporation: Media Literacy Standards to Counter Truth Decay

https://www.rand.org/truthdecay

[scroll to bottom]

TRUTH DECAY

MEDIA LITERACY STANDARDS

Seeking a complete understanding of the facts

TRUTH DECAY TREND: increasing disagreement about facts and analytical interpretations of facts and data

1. Recognize limitations of one's own knowledge or understanding of the facts.
2. Use strategies to fill gaps in knowledge (e.g., connecting with experts on a topic; seeking information in a library; using search engines to find additional information).
3. Understand how modern information sources and tools can limit available facts and perspectives (e.g., search engine algorithms; specialized discussion groups; selection in social media connections).

Identifying trustworthy sources of information

TRUTH DECAY TREND: declining trust in formerly respected sources of facts

4. Identify the expertise (e.g., academic, office held, firsthand knowledge) and consider the motivations (e.g., political, financial) of the creator of an information product.
5. Evaluate whether information products meet established standards for process and presentation (e.g., scientific process, journalistic standards, peer review).
6. Analyze information for bias, deception, or manipulation.
7. Consider the social, political, and historical contexts of an information product and how those contexts influence meaning.

Evaluating the credibility of information and soundness of arguments

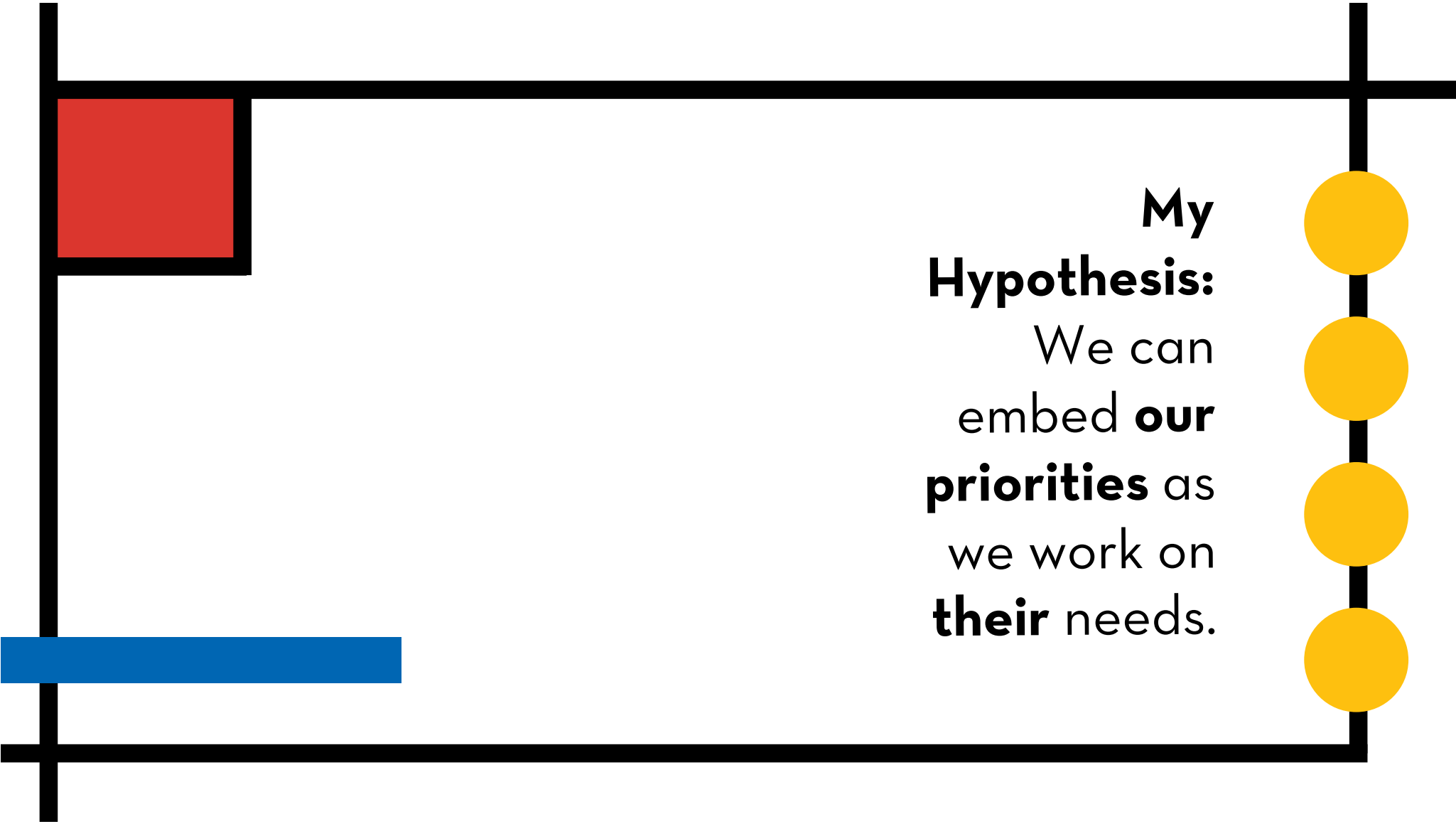**TRUTH DECAY TREND:** a blurring of the line between opinion and fact

8. Understand the ways in which technology has the capability to undermine formerly trustworthy information products (e.g., audio and video "deep fakes").
9. Analyze whether evidence provided for an argument is adequate and can be independently confirmed; identify gaps in support or reasoning.
10. Compare multiple viewpoints on a topic and use evidence to determine how to manage discrepancies.
11. Recognize the ways that media and information products might trigger emotional responses that influence attitudes or elicit specific behaviors.

### Responsible engagement to counter Truth Decay

TRUTH DECAY TREND: the increasing relative volume and resulting influence of opinion and personal experience over fact

12. Anticipate and monitor intended and unintended consequences of what is shared in digital spaces.
13. Recognize personal and cultural perspectives, particularly on controversial topics, and how those can influence interpretations of information.
14. Maintain openness to updating one's own views when presented with new facts or evidence.
15. Take action rooted in evidence (e.g., construct new knowledge, create and share media, engage in informed conversations and decisions about important issues).

My Hypothesis: We can embed **our priorities** as we work on **their** needs.
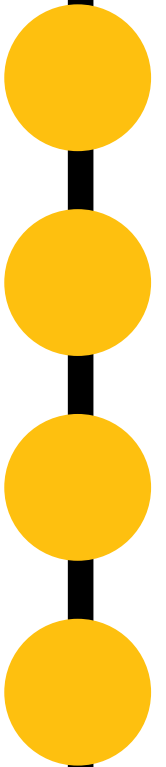
Stakeholders

Teacher

challenges

time: online is harder and takes longer but they don't get more prep time

transitioning analog to digital materials
tech comfort

parents with diverging expectations

abnormal circumstances, normal expectations

Self-, child-, and elder-care

literal costs of wfh

values & prioritizes

class culture & relationships

consistency & routine

personal sense of competence/achievement
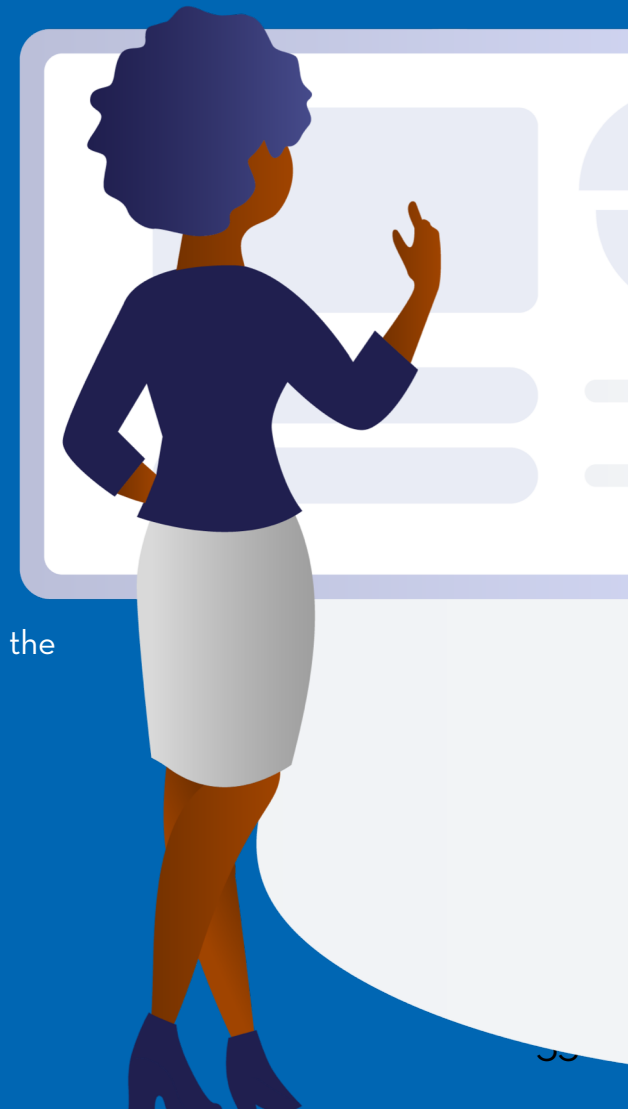
"Can I take them off your hands?"

turnoffs

"let's meet to co-plan"

"here are 15 great sites about explorers"

"I have a great idea for something fun that isn't in the curriculum"

"I have a curriculum, too!"

Principal/Superintendent/Board

challenges

extraordinary public health needs but austerity budgets

political response to health crisis: parents adamant that school **must** be open. or closed. or hybrid. or with a different teacher.

struggles to keep school staffed at 100%

values & prioritizes

staff harmony

student achievement

minimal fires to extinguish

doing maximum good with minimum budgets provided

braggables

being viewed positively by community and bosses

turnoffs

mediating between employees

being handed a big problem without solutions

when you seem like you're advocating for your library/program, not for the school/students

hearing they are subpar because they don't have flexible schedule

Families

challenges

wfh while also supervising kids

"If I have to go to work, why don't teachers?"

so many logins, emails, schedules, devices

don't want kids to fall behind

don't want to be "bad parent"

values & priorities

wanting kid to succeed and thrive

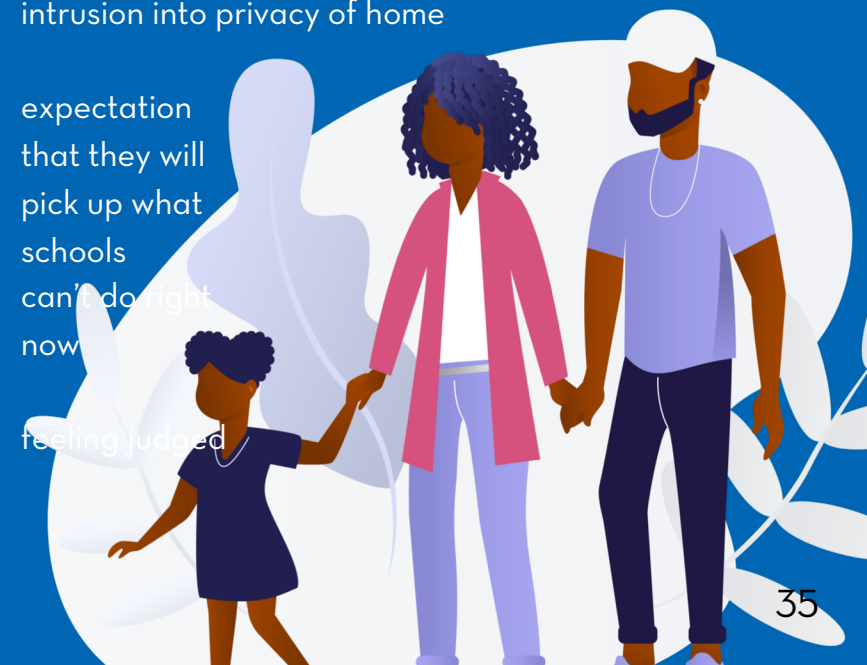feeling competent as parent and worker

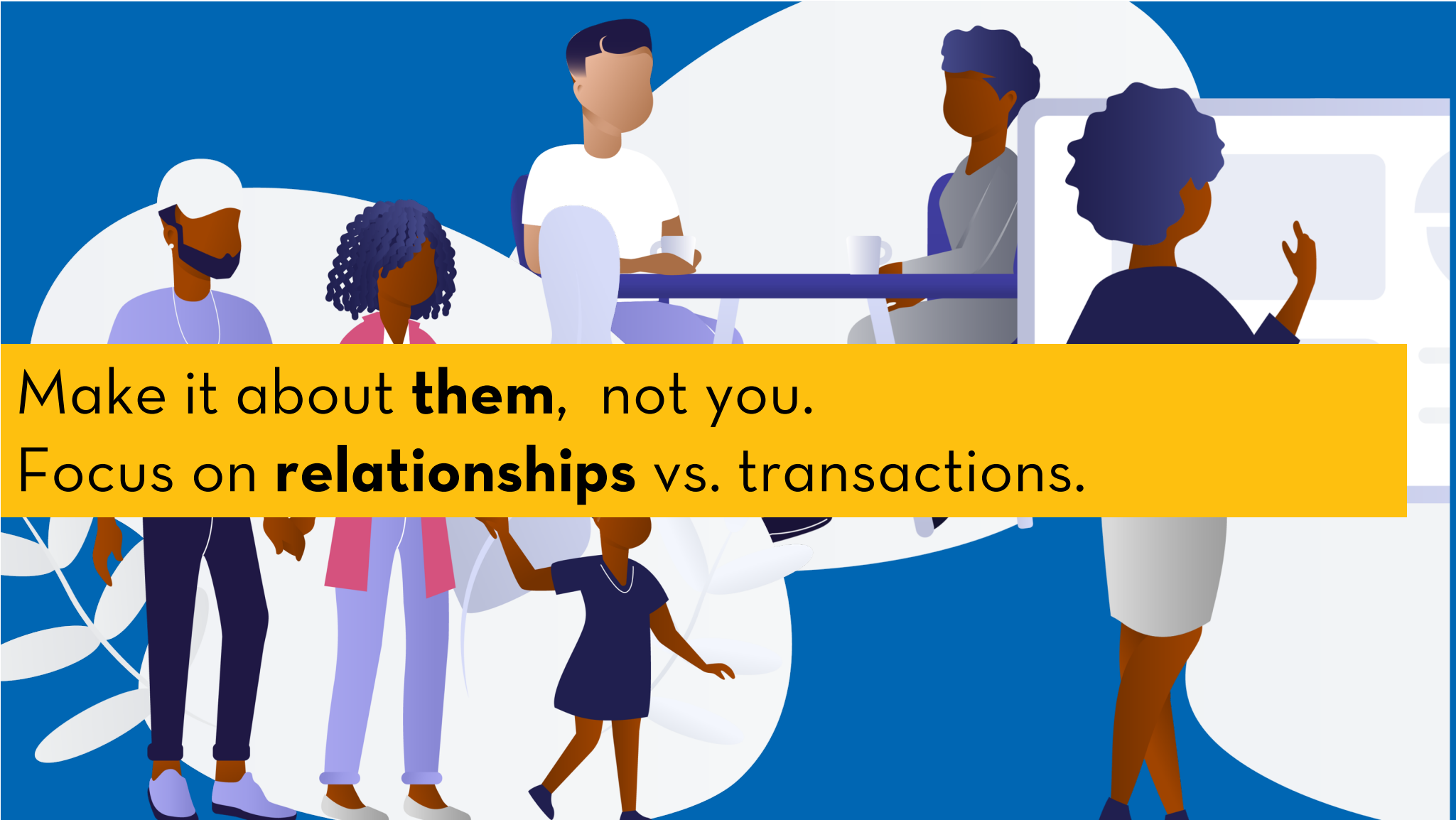"my home is my castle"

turnoffs

perception that teachers have it "so good" by comparison

intrusion into privacy of home

expectation that they will pick up what schools can't do right now

feeling judged

35

Make it about **them**, not you.
Focus on **relationships** vs. transactions.

Advice

Accept that life is different right now

Expect less from yourself

Recognize the different aspects of grief (including anger)

Experiment with "both-and" thinking

Look for activities, new and old, that continue to fulfill you

Focus on maintaining and strengthening important relationships

Begin slowly building your resilience bank account

Next time:
What might that look like in practice?

Now, over to CLP for some **ideas** to whet your appetite