Essential and Dedicated: Discursive Practices of Librarians Serving Teens in Fall 2020 of the COVID-19 Pandemic

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Abstract

This article explores the discursive practices of librarians serving teens in school and public libraries during a specific span of the COVID-19 pandemic, the period from August through October 2020. A methodology of discourse analysis was applied to three multi-author blogs published by professional library organizations. The research examined how the discursive practices of librarians serving teens in school and public libraries suggest what the librarians value around teens and library services; and how librarians serving teens in school and public libraries use language to construct beliefs on their role(s) in providing teens access to information and reading materials. Through their language, the librarians show they value library services for teens, especially in times of crisis; they assume teens want and need library services such as book circulation; and they believe that libraries are social goods, essential for continued distribution in the pandemic. The librarians' language suggests the belief that librarians are responsible for, and follow through in, devising creative ways to serve teens upon library closures or in circumstances of limited library access.

Introduction

When the COVID-19 pandemic led to widespread PK–12 school and library closures, many librarians who serve teens sought creative solutions to continue providing library services outside of the physical library space.[1] School and teen services librarians were tasked with, or presumed

the task of, considering the information needs of teens who were not able to visit schools or libraries in person, and determining how to reimagine these services without, or with new protocols for, social interaction and access to library materials and services in person. Mardis described the librarian as an "essential worker" during the pandemic, working to ensure that their communities had necessary information, reading materials, food, safety, and comfort.[2] Many teen and school librarians had to determine what about their work was essential to continue.

The Centers for Disease Control cautioned adult caregivers that during the pandemic, teens experienced significant challenges to their social and emotional well-being as they adapted to changes in routines, discontinuity in learning, missing significant events, and loss of security and safety.[3] For teens (defined here as individuals between the ages of 12 and 18), and under typical non-pandemic conditions, libraries provide access to formats, spaces, and channels aligned to favorite, familiar ways of accessing information, learning, and socializing. During the pandemic, many library spaces were closed, had limited access to physical space or materials, or were socially restricted. While many libraries provided access to virtual and digital resources and services pre-pandemic, it was unclear how, or if, teens would access library services given new barriers and, further, which services might be the most valuable or essential to teens as they experienced breaks in the continuity of school-situated learning and a range of pandemic-related hardships.

Speaking on current trends in US library services for teens in 2016, Agosto noted "an increasing focus on what the library *does* over what the library *has*."[4] As described by Agosto, public libraries offer teens information gateways, social interaction, entertainment spaces, and physical environments for "refuge, personal improvement, and volunteer or paid work experiences."[5] Agosto also explained that a critical future trend in library services for teens emphasizes information and information services in digital formats so that teens may integrate the library into their current technology-use patterns, as well as their social and community relationships.[6] Further, teen library services provide opportunities for direct youth engagement, voice and leadership.[7] Braun et al. explained that this involves leveraging a teen's motivation to learn by providing a risk-free environment with both informal and formal learning opportunities.[8]

While pre-pandemic research on evolving library services for teens and librarians' interactions with teens is rich and varied, the issue of determining which services to continue,

and how to do so during a pandemic is under-researched at present. One prominent project is the Reimagining Youth Librarianship Project, led by Mega Subramaniam and Linda W. Braun, who conducted a series of co-design sessions, interviews, and focus groups with library staff toward an effort to reopen libraries according to "a new vision of youth librarianship." Among the topics explored are inclusive methods for discovering community needs, concepts of equity and equitable services, and library decision making in an emergency.[9] Evolving youth service to understand and address needs illuminated by or heightened during the pandemic remains a concern as of this writing, as librarians continue to provide services under nontraditional operating conditions, to entire populations experiencing a public health crisis with wide-reaching ramifications.[10] Further, although there are professional recommendations related to preparing librarians to serve teens from marginalized groups (especially during times of crisis), research around library service for teens in crisis and trauma-informed or trauma-sensitive library practices is still an emerging area.[11] Examples include care-based policies and practices for school libraries; recommendations for trauma-informed practices for children, teens, and families served by the New Orleans Public Library; and research opportunities identified via literature review around school libraries' roles in traumatic and tragic events.[12] In a July 2020 *School Libraries Worldwide* editorial, co-editor Nancy Everhart framed COVID as a traumatic event and, per the Soulen et al. review, one for which school librarians have roles in building student and school resilience.[13]

At the time of this writing, the public health crisis of COVID-19 is ongoing, and librarians are documenting their experiences on professional blogs, among other forums. This article asserts that exploring the experiences that librarians write about during the pandemic, the choices they make, and ideas that emerge is useful in understanding more about strengthening library services for teens. Discourse analysis is used in this study to explore how librarians construct and act upon values related to sustaining and adapting library services during the pandemic. Through the language of these blogs, the library is constructed as a social good, with established standards that are commonly understood within the professions of school and public librarianship. This study seeks to understand more about the discursive practice of librarians serving teens during the COVID-19 crisis, and to suggest research opportunities around library services and engagement with teens during the pandemic.

Research Questions

The research questions for this study are as follows:

RQ1: During the COVID-19 pandemic in fall 2020, how do the discursive practices of librarians serving teens in school and public libraries reveal what the librarians value around teens and library services?

RQ2: During the COVID-19 pandemic in fall 2020, how do librarians serving teens in school and public libraries use language to construct beliefs on librarians' role(s) in providing teens access to information and reading materials?

Literature Review

Discourse around COVID-19 and Library Services

For librarians, dominant discourses are published by library professional associations, like the American Library Association (ALA) and its discipline-specific divisions, and often distributed as press releases, position statements, or toolkits, in response to, or anticipation around, issues and challenges that emerge in the field. These narratives inform the practice, educational preparation, and core beliefs of the field, while also supporting the role of the librarian in their communities. During the COVID-19 pandemic, professional library associations encouraged librarians to continue to provide services and resources to support patrons during the pandemic.[14] In particular, the ALA emphasized that libraries had a particular role to

> ensure that library users and non-users alike know about the valuable
> resources libraries have to offer, such as support for teachers and students
> engaging in online instruction; access to hotspots, ebooks, subscriptions to
> online magazines and news sources; and curated lists to COVID-19 news
> and examples of best-practice responses.[15]

For librarians serving teens, the discourse included a specific focus on supporting teens who were learning in varying environments such as returning to school with social distancing measures, hybrid learning, or learning remotely.[16] The American Association of School Librarians (AASL) distributed a chart that provided suggestions for how to enact the five roles of the school librarian in varying types of learning conditions, with a focus on the challenges and

opportunities of each condition. For example, if students are still attending school in person, then one challenge may be that the library space is used as an alternative classroom space.[17] This creates an opportunity to develop new programming such as online book clubs or innovative programming. Emphasizing flexibility, Kachel and Fuhrman also specified that despite pandemic restrictions, school librarians can continue offering library services such as individualizing student instruction and engagement, teaching information and internet safety skills, and selecting and curating resources.[18]

Several surveys were distributed to school and youth librarians during the COVID-19 pandemic in 2020 to understand more about how librarians were responding to the changes during the pandemic. During the spring of 2020, the *School Library Journal* conducted a survey to understand more about how librarians were adapting library services during the pandemic.[19] At the time of distribution, only 31% of schools had been told they would be closed for the rest of the year. Of these schools, the most common service offered by school librarians at the high school level was research project assistance (75.5%). At the middle school level, the most common service was readers' advisory. A similar survey was distributed around this same time by the Public Library Association (PLA) and found that 98% of public libraries were closed to the public. The most common services provided during this time were related to circulation, such as extending due dates (76%) and expanding check-out services (74%). Public libraries were also adding virtual programming (61%).[20]

AASL conducted a series of snapshot surveys of building-level librarians, district-level supervisors, and library educators "to gauge the status of teaching, school library use, and school librarians' roles as school/district plans continue to adapt to the pandemic" during school and library closures of spring 2020 and the varying iterations of reopening in fall 2020.[21] The August 5–12, 2020, Back-to-School Survey indicated that for 59% of building-level librarians and 65% of district-level supervisors who responded, students would start the academic year in a remote-only or hybrid format. For schools starting the year with in-person instruction, 17% of building-level librarians and 12% of district-level supervisors reported that the school library would be fully open and operational, and "school librarians whose school library will be closed or used for classroom space plan[ned] to meet learner needs by taking book carts to classrooms for in-class check-outs (50%) and continuing to teach remotely (55%) or co-teaching with classroom teachers (38%)." Further survey data indicated that libraries were continuing circulation of books

with cleaning and quarantine protocols (94% of building-level and 85% of supervisors); experiencing increased encouragement to use ebook and online resources (88% and 86%); and continuing or adding remote library services (64% of building-level respondents without library space at the time of the survey in August 2020).[22]

Beyond survey data and the aforementioned Reimagining Youth Librarianship Project, research literature around access to information in libraries during the COVID-19 pandemic is limited at this point in time, an area to which we aim to contribute with this work. However, we did identify news and popular media sources that pointed to librarians' and libraries' roles during the pandemic, wherein consistent themes were the essential nature of the services, responsiveness and agility, and overall readiness for community needs. Among these articles, all published in 2020, were Korbey, writing for KQED Mind/Shift, who described school and public libraries services for students and families as "essential services in a time of distance and upheaval"; Rosen, in the *New York Times*, noting libraries' unique preparedness for digital and virtual offerings; Kaplan, in *National Geographic*, describing author and book events shifting to virtual formats and ebook circulation on the rise; and Fallows, writing for the *Atlantic* on, among numerous adjustments and innovations, libraries' new pickup options, immigration and job-seeking resources made accessible online, and for their drop-off mailing services and call-in hours, as well as the pandemic as an opportunity to examine and fortify libraries' current and future role as "a virtual town square—a place of information and connection."[23]

Discourse around Access to Information in Libraries

At the core of this research is the foundation that professional values guide practice. ALA has defined free and equitable access to information, and particularly library resources and services, as one of the core values of librarianship to ensure the public has access to the information they need. ALA stated that librarians are intentional and transparent in their efforts to ensure that library service and delivery models are accessible to the community, while proactively removing barriers. Librarians provide access to resources that are often unattainable to the public, such as expensive database subscriptions or large collections of print and electronic resources. In addition, ALA also described librarians as *guardians* for the public's right to access information.[24]

Equity of access is also a priority area for teen librarians. Specifically, the Young Adult Library Services Association (YALSA) encourages teen librarians to think about access beyond the distribution of physical materials, and consider how the library serves as a platform to lifelong learning that includes innovative programming, access to specific resources that are limited elsewhere, and opportunities for creativity and socialization.[25] Braun et al. explained that teens need access to services that support their passions and interests, as well as services that help them develop robust skills to prepare for adult life. This often involves attending to specific populations of teens who share interests or are vulnerable (e.g., incarcerated, homeless, in foster care, etc.).[26]

The AASL Common Beliefs assert that school librarians provide access through six beliefs that are central to the profession, paraphrased here. First, "the school library is a unique and essential part of a learning community," wherein school librarians provide access to information and technology, with well-managed resources connecting deep understanding and academic knowledge. Second, a student should have access to a qualified librarian and an adequately staffed and resourced library. Third, the school librarian should provide students with equitable, inclusive access to opportunities that will prepare them for college and lifelong learning. Fourth, school librarians should provide access to high-quality reading materials and establish a culture of reading. Fifth, a school librarian should protect a student's right to access ideas and information. Finally, school libraries provide equitable access to technology and connectivity.[27]

Access to information is crucial for teenagers who seek new experiences and are forming identities and understanding their place in the world. Library services, policy, and practice have implications for teens; as Calkins explained, teens are stifled when they lose access to library resources which include viewpoints or experiences that are outside of what is provided within their own families. In terms of policy and services, librarians can facilitate teens' access to information through unrestricted circulation policies, browsable systems, and diverse collections in multiple formats.[28] Regarding professional skills and knowledge needed to provide effective services for teens, YALSA identifies ten "Teen Services Competencies for Library Staff":

1. Teen growth and development
2. Interactions with teens
3. Learning environments (formal and informal)
4. Learning experiences (formal and informal)

5. Youth engagement and leadership
6. Community and family engagement
7. Cultural competency and responsiveness
8. Equity of access
9. Outcomes and assessment
10. Continuous learning[29]

Libraries that serve teens are also re-envisioning library services to align more with how teens use libraries, rejecting traditional ways of designing services to reflect how adults feel that teens *should* use libraries.[30] Teens, a population that is often perceived to be infrequent library users, actually use the library more than is often realized by the public.[31] However, those who don't use the library may have a limited perception of what libraries offer.[32] Agosto et al. found in a survey of teens' public library use that three-quarters of respondents associated "books" with "library," and thus chose not to use it.[33] For those who did use the library, they indicated that the library was a space for socialization and leisure, as well as a source for supporting their studies. In a study of rural teen librarians, Phillips found that the librarians themselves were shown to be resources for teens. The librarians provided empathy and support by serving as an information resource, instructional resource, and source for empathetic—or social, emotional, and psychological—support via their efforts to listen, understand, respect, and welcome teens.[34]

Methods

The purpose of this study is to analyze the discursive practices of libraries serving teens in public and school libraries, particularly around service continuity, when schools and libraries closed or limited patron/student access during the COVID-19 pandemic in 2020. Discourse analysis, both a method and a theory, is used in this study because it is a useful tool for examining the social contexts embedded within language. In addition, discourse analysis offers a way to investigate meaning within a specific culture. This study assumes that there is a set of values and culture within the field of librarianship, guided by the authorities of the professional associations. James Paul Gee explained that as a theory, discourse analysis binds the details of language with the social, cultural, and political meaning hidden within the cultural use of language. As a method, discourse analysis provides a process for investigating that meaning.[35]

Theoretical Framework of Discourse Analysis

Discourse analysis has been used to examine other phenomena in library science. Oliphant confirmed that discourse analysis is applicable to library science research as it provides a method to examine the intersection of library science and social justice.[36] Several relevant studies have used discourse analysis to understand the social construction of specific library science topics and trends. For example, Kimmel and Hartsfield used discourse analysis to examine how graduate students talked about "banned books" in course discussion boards.[37] Scale used discourse analysis to learn how libraries were deploying tablets.[38] Willett used discourse analysis to understand more about how makerspaces were discursively constructed by librarians.[39]

Some theoretical framing is useful in presenting the methods for this study. Gee suggested that "whenever we [humans] speak or write, we often (and often simultaneously) construct or build . . . seven areas of 'reality.'" Gee referred to these seven areas built through language as "building tasks," one of which is politics, or the "distribution of social goods."[40] Perspectives on the distribution of social goods aren't necessarily universally accepted, wanted, or valued; through discourse analysis, we can examine how social goods are being distributed, how this distribution is being viewed, and, as Gee described, "what is being communicated as to what is taken to be 'normal,' 'right,' 'good,' 'correct,' 'proper,' 'appropriate,' 'valuable,' 'the way things are,' 'the way things ought to be,' 'high or low status,' [and] 'like me or not like me.'"[41]

In this context, it would seem that libraries, librarians, and library services are an apt subject of discourse analysis, as something implied by some persons and groups to be good, even essential, for society. Gee's "politics-building tool," with its questions around perspectives on social goods, is a fitting method of study. In this research, we sought to understand more deeply how the language of teen librarians builds, or construes, what counts as social goods, and how teen library services and librarians interfaced with that distribution during the COVID-19 pandemic. Further, because the societal constellation of identities, practices, statuses, and social goods is constructed and lived through language, discourse analysis may illuminate matters of access, equity, and justice. These are values central to librarianship for youths and emphasized in current professional guidelines, statements of competencies and standards, and trend and future reports, and of particular interest in our analysis.

Blogs as Discourse

This research began by identifying where librarians were engaged in active discourse with a shared set of values and assumptions. Specifically, we identified that the blogs of professional associations were appropriate discourse communities as authors shared common values, experiences, and vocabulary. In addition, the format of a blog post provided greater depth of discussion than brief social media posts or tweets, to which access may vary according to users' or groups' privacy settings and terms of use. Laning et al. found that librarians use blogs to write posts focused on improving practice, to reflect personally or for the entertainment of other professionals, or to share information with librarians in similar positions.[42] Blogs have also been used for discourse analysis in previous library research. For example, in Scale's research on the emerging use of tablets in libraries, blogs were critical in understanding how tablets were diffused as librarians described their practices.[43] Willett also examined blogs (and articles) from professional library associations as part of a broader corpus used to understand more about how librarians define and use makerspaces. Willett concluded that blogs provided sufficient and current discussion on the topic.[44]

About the Data Set

This study examines discourse created on three multi-author blogs by library staff who serve teens in school or public libraries, including roles described in the blogs or blogger profiles as librarians, district-level librarians, and managers or branch managers serving teens, in some cases as part of larger patron groups, such as "youth." The three blogs studied were identified as official publications of professional library associations for librarians and library staff serving teens: the *Knowledge Quest* blog of the American Association of School Librarians (AASL), the *ALSC Blog* (Association for Library Service to Children), and the *YALSA Blog* (Young Adult Library Services Association). Bloggers are volunteers and members of the respective divisions of the American Library Association (ALA).

Blog posts were collected and coded independently by two coders. The data set for this study consisted of 177 blog posts made between the dates of August 1 and October 31, 2020 (see table 1). There were 55 total blog posts from the *Knowledge Quest* (*KQ*) blog, 106 total blog posts from the *ALSC Blog*, and 16 total blog posts from the *YALSA Blog*. At the micro-level, 76

specific posts related to practice during the pandemic were selected, such as "Ten Tips for Reopening the Library Space."[45] Eliminated from analysis were those blog posts that specifically discussed services for young children (outside the age group of this study) and posts that fell outside broad parameters of the topic of access to library services during the COVID-19 pandemic (such as sponsored posts promoting an author's books or general resource recommendations).

In the process of data collection, we observed that the *YALSA Blog* had fewer posts during this time period than the *ALSC* and *KQ* blogs; this may be a function of the organization's use of other official forums for sharing information, such as *Teen Programming HQ*, *The Hub*, and the *YALSA Wiki* (http://www.ala.org/yalsa/related-sites). For consistency across types of texts analyzed, these resources were not included in the current study. For similar reasons, blog comments and hashtags were not analyzed, as only the *ALSC Blog* seemed to show regular use of reader comments and hashtags. Very few comments were posted to the *KQ* blog, and none were posted to the *YALSA Blog*.

Table 1: Description of the data set (blogs posted between August 1, 2020 and October 31, 2020)

	Criteria for Blogging	Posts Made (n)	Posts Selected (n)
Knowledge Quest (AASL)	Monthly blog posts required; one year commitment; AASL membership required	55	34
ALSC	Frequency of posts not required; ALSC membership required	106	39
YALSA	Monthly blog posts required; six month commitment; YALSA membership required	16	3

Application of Discourse Analysis

To conduct this analysis, blogs written primarily by librarians who serve teens were studied. The term "librarians" in our study refers to teen librarians in the public library or middle or high school librarians. When referring to one specific group, such as school librarians, public librarians, or library staff more broadly, terms are differentiated as appropriate. As noted above,

two researchers read and conducted inductive coding of the blogs, according to the following steps:

1. Searched for and scanned resources and information around teen access to library materials, spaces, and librarians (and services provided) during the COVID-19 pandemic in 2020, including blogs, social media, websites, professional publications, and conferences/meetings.
2. Identified blogs of professional organizations (ALSC, YALSA, and AASL) as an accessible source to analyze, with multiple viewpoints represented (multi-author with range of service settings and youth served), current and frequent in publication, and relevant to topic of interest.
3. Discussed parameters around reasonable publication period for study, considering length/volume of posts and manageable content for original coding and rounds of analysis conducted by two researchers.
4. Determined blog posts published August–October 2020 as time frame for analysis.
5. Split up blog posts between two researchers for reading and initial coding.
6. Developed a codebook, adding new codes as they emerged in each individual post and reusing codes as applicable.
7. Conferred to select and finalize codes, exchanged and coded selected posts for inter-rater reliability checks.
8. Conducted coding using (1) highlights and comments in MS Word, (2) running a script to compile comments, and (3) importing to Google Sheets.
9. Analyzed and interrogated data in Sheets using Gee's politics-building tool.

The list of codes is included in appendix A. The researchers interrogated the data using the following questions, with the analysis based in Gee's "tools of inquiry," particularly Discourses, situated meaning, social languages, and figured worlds.[46]

☐ How do librarians want to be seen in society?
☐ What do librarians favor? How do they want to be treated?
☐ What do librarians feel is normal? Appropriate? Correct? Natural?
☐ What perspective on social goods is this piece of language communicating?
☐ How are words and grammatical devices being used to build what counts as a social good?
☐ What are the social goods that librarians feel should be distributed?
☐ Who views libraries as goods?
☐ How are words being used to build a viewpoint on how social goods are, or should be, distributed in a society?

In the section that follows, findings are presented on these questions with excerpts from the blogs, cited according to the following identifiers: ALSC# for the *ALSC Blog*, YALSA# for the *YALSA Blog*, and KQ# for the *Knowledge Quest* blog. The list of blogs analyzed is included in appendix B.

Findings

Initial Analysis and General Themes

The initial analysis of blog posts identified five categories of post topics across all of the blogs during this time period, as follows:

- ☐ How-to advice, including step-by-step instructions and resource lists.
- ☐ "How we did it," that is, narratives recounting planning or implementation of a library's or librarian's actions, without a specific focus on providing instructions for others.
- ☐ Professional reflections and "what I'm feeling," including responses to conference sessions—a focus of numerous *ALSC Blogs* in October.
- ☐ Encouragement, affirmation, and support to fellow librarians.
- ☐ Announcements from organizations about events.

See table 2 for the representation of each theme across the blogs.

Table 2: Blog entries by general category (all blogs posted between August 1, 2020 and October 31, 2020)

	Total posts	How-to and advice, resources	Here's how we did it	Professional reflections, what I'm feeling	Encourage-ment, support, affirmation	Announcements of organiza-tion events
Knowledge Quest (AASL)	55	28	16	7	1	3
ALSC	106	31	19	34	2	20
YALSA	16	1	0	0	0	15

Findings around RQ1

The language used by librarians serving teens to construct beliefs about their role in providing access to the library and all that it offers during the COVID-19 pandemic was examined for linguistic details. Language from the bloggers suggests that they believe that librarians are responsible for coming up with creative ways to serve teens, that they must continue services, and that their role is essential, though not universally seen as such. Guided by Gee's "politics-building tool," which helps to identify the value and cultural assumptions embedded in

discourse, several key questions guided interpretation of the data within the context of the COVID-19 pandemic to help us understand the discourse around the value of library services as perceived by librarians.

How do librarians want to be seen in society?

Librarians described themselves as "resilient problem solvers" (ALSC59) with "abilities to troubleshoot" (ALSC10), but are afraid they are seen as expendable, as one ALSC post described regarding public libraries (ALSC81). Many librarians adapted services they were already offering, with one stating, "Librarians all over the country have had to adapt in 2020" (ALSC59). The discourse reveals that continuity was a priority—e.g., "we did not just let our services lapse" (ALSC59).

While librarians worried about how to handle the changes in services, some also saw the pandemic as a welcome opportunity to try new things, perform back-burner tasks, or "keep busy" (KQ33), and thus constructed positive attitudes through their language—e.g., "while the concept of rolling out a functioning remote educational system is challenging, I embrace my role in accomplishing it" (ALSC10).

Some librarians came to view the circumstances of schooling during the pandemic as an urgent moment to demonstrate the value of the librarian's role or job to administrators and the school community, including explaining their expertise in matters of media mentorship and evaluation of information (ALSC67). For school librarians, this included one suggestion to align the school librarian's mission to that of the district "to ensure that the school library is embedded into the school culture" (KQ14); and to notify leadership of the National Education Association (NEA) that the school librarian's role was omitted from NEA's "All Hands on Deck: Initial Guidance Regarding Reopening School Guidelines," an action carried out by the AASL president, a practicing school librarian (KQ2).

Librarians pointed to closures or limited use of the library facilities and the resulting decreased number of student interactions as problematic for them. In this example, which first acknowledges that students are the primary concern, one librarian wrote, "But school librarians, whose roles are no longer clearly defined, are worried about their jobs. Because of this, we're challenged to find innovative ways to reach students and staff members" (KQ33). Several bloggers expressed frustration around their capacity to do their jobs amid limited or virtual-only engagement with patrons by explaining, "this was not what I signed up for" (ALSC99,

ALSC69). Numerous librarians employed affective or emotive language around their role and work circumstances, including descriptions of struggle, anxiety, coping, fraught situations, disappointment, fear, isolation, resilience, sacrifice, personal safety, risk, uncertainty, and chaos.

Librarians expressed that full or partial closures of libraries and remote learning might affect their capacity to engage in normal ways with students and teachers, and with librarian colleagues in school or public libraries, threatening collaboration opportunities and relationship building. For example, one wrote, "a global pandemic robbed me of the in-person techniques that build relationships with students and colleagues and fuel my contributions to my school's culture" (KQ2); and "we aren't engaging with our students and staff in person, and we don't have the chance for organic conversations that lead to planning and collaboration" (KQ23). The language around decreased visibility and interactions indicated these were circumstances for adaptation, management, and coping: "If we are to maintain those relationships and grow collaborations during this seemingly isolated time, getting creative is the only solution. I will continue to add new ideas and resources to my toolbox as my goal is to stay connected to others in remote learning environments" (KQ23); and "besides online programming, how else can the public library continue to support this class when our in-person programs are suspended?" (ALSC65).

Librarians also reflected on the very question of how they want to be viewed, and how the expectations have shifted since the early days of the pandemic: "At first, as a school librarian during the COVID-19 Spring quarantine, I became a weird hybrid of tech-support and social media morale booster. However, as we begin plans for the fall as a combination of online and in-person classes, I contemplate my role" (KQ1); and in thinking about future generations of children, "will she understand that as a librarian, I believe reading is the beginning of a truly fulfilled and enlightened life?" (ALSC106).

What do librarians favor? How do they want to be treated?

Librarians feel their services are valuable, but that they may not be seen as essential by stakeholders: "In times of crisis, when budgets are tight, often public libraries are seen as expendable. While our advocates know the value of libraries, it can be hard to convey their importance as an essential service, especially to government officials who are not library users and only see libraries as repositories for things" (ALSC3). One school librarian wrote, "We know that school libraries tend to be the first programs cut when money gets tight" (KQ17).

They are proud of how they adapted services to the crisis and felt that these adaptations show the value of libraries: "Libraries continue to be strong and creative with their means of adaptation, proving that libraries are necessary for communities to survive and thrive during challenging times" (ALSC59).

Librarians favor a teamwork atmosphere that was negatively affected during COVID-19 in fall 2020 and sought adaptations like Zoom or virtual platforms to overcome barriers (ALSC83). One librarian said, "This work has required our library to collaborate as a large team, with staff from multiple divisions sharing ideas and responsibilities on the various projects" (ALSC3). In addition, they favor collaboration and relationships, with one school librarian saying, "I need my public library partner because circulating books is harder this year (not impossible, but harder) and I can't always give my students the book they want when they want it. But the public library has a much larger ebook and audiobook collection" (ALSC64). Other collaborative partners mentioned during this period were school counselors, IT departments and technology integration specialists, and library leadership and staff teams in public libraries.

Finally, librarians in the blogs favor extending emotional support to fellow librarians by encouraging self-care, grace in times of challenge, and balance—e.g., "working from home has blurred the lines between work and home, so it is important to have a schedule to create a healthy work/life balance," and "self-care is not selfish; it is necessary for mental and physical health and productivity" (KQ8).

Findings around RQ2

The second research question in this study asked how librarians use language to construct beliefs around their role in providing access to information and reading materials. Several guiding questions within Gee's politics-building tool were used to help examine the discourse within this context. This tool helped to identify the specific social goods that librarians identified as essential to continue providing during limited services. Specifically, the bloggers value library services, especially in times of crisis. Through their language, they indicated that teens want and need library resources like books, and that the library including the contributions of the librarian (as a service professional and educator) are social goods to be distributed. They constructed beliefs that library services are essential to teens.

What are the social goods that librarians feel should be distributed?

Continuing existing services for the benefit of youths was discussed throughout all of the blogs, suggesting that librarians deem library services a social good to be distributed. The librarians provided adapted versions of services that they were proud of or valued pre-pandemic, including book circulation in a range of forms and processes, such as curbside pickup, digital requests, and carts to school classrooms, as well as personal book shopping (KQ4), Homeschool Book Club (ALSC55), Children Reading to Dogs (ALSC14), and from one public library "Bookmobile, Deposit & Homebound services, phone reference, and Internet access" (ALSC3). The frequency of discussion related to physical book access suggests that librarians feel strongly about "books in hands" and that teens needed continued access to the physical collection, right away: "Creating our circulation plan was step one" (KQ4); "[a librarian colleague] and I wanted to promote our library books and get the books to students quickly" (KQ37). One librarian explained that books were helpful for students to cope with the pandemic: "sometimes sinking into a good book is just what they need to relax and unwind" (KQ44), and "our top priority would be getting books into students' hands" (KQ55). Another said in reference to an arrangement in which some students would attend in-person school and others would participate virtually: "my worry was that these remote learners would be missing out on the option to receive print materials like the other students" (KQ4).

Several librarians responded to the pandemic by explaining that they "created" or "found a way" to provide or distribute new services, which included a digital tutoring service (ALSC67), curbside service (ALSC37), take-home learning and discovery kits (ALSC73), virtual book tastings and read-alouds (KQ55), a book bus (KQ44), and new or expanded ebook platforms (KQ55). Language describing their services has meaning specific to this period in time, including curbside, grab-and-go, contactless, book delivery, concierge, Zoom class, new normal, Bitmoji library, essential worker, and outreach. Goods offered by the library through adapted or new means might be considered in categories, listed here with a few examples (note that this list is not exhaustive):

- ☐ Digital content resources (ebooks, library catalog, online databases)
- ☐ Print content resources (books)
- ☐ Library programs (social opportunities, reading events, clubs, discussions, and interest-based activities, such as crafts or gaming)
- ☐ Technology devices (iPads, Chromebooks)

- Guidance on accessing library digital and print materials (video explainers, websites)
- Distribution services (checkout procedures and circulation tools)
- Guidance on selecting books, such as book talks, book tastings, and readers' advisory (videos, Zoom sessions)
- Access to learning management systems (Canvas, Google Classroom)
- Troubleshooting advice (delivered via virtual office hours, email, phone)
- Instruction (including research, information literacy, inquiry, digital citizenship and digital literacy, content-area curricular integration)

The value that a librarian adds to their users was addressed as a social good. Bloggers described continuity not only of services but also in terms of continued interaction with the librarian via Zoom classes, video tutorials, Bitmoji libraries, social media, and virtual reference, office hours, and readers' advisory. A librarian on the *ALSC Blog* described, "I want them [patron group] to be lifelong library users. While I can serve some of their needs now, teaching them to be public library users will help them now and in the future" (ALSC64). On the *KQ* blog, librarians had a greater emphasis on instruction and reinventing ways to promote and offer the library's unique contributions to the school. One said, "The library is the one place where students truly have choices that fit their needs and interests" (KQ7).

Who views libraries as goods?

Librarians interpreted the community's needs, such as adding tutoring services to support families who were teaching students at home (ALSC67). They also described themselves as critical to the community—e.g., "we are a critical part of the social infrastructure of our communities, and our role in this infrastructure helps our communities be more resilient through hardships and adversity" (ALSC81)—and essential to virtual learning: "school librarians reacted swiftly, employing skills that were desperately needed to help learners, other educators, and families continue learning and stay connected" (KQ21).

Needs around digital skills, digital citizenship, technology and Internet access, and troubleshooting devices were emphasized as a role of librarians during virtual learning and remote library access. For example, "When we finally got into the swing of Zoom, other tech issues started—Chromebooks not powering on; iPads not charging. What I knew would have been a short conversation in person, or quick device swap, was often a multiple-day email conversation that involved parents, and brainstorming how to get temporary fixes into quarantining homes" (ALSC11). The posts authored by organization leadership echoed this sentiment: "Knowing that you and the families you work with need more help during this

pandemic, ALSC created this resource page" (ALSC68); "As we prepare to enter the next phase of the COVID-19 pandemic, we want to assure you of our continued commitment towards providing the library community with the support and opportunities it needs to work for and with teens" (YALSA9).

The language to depict point of view on the blogs was very librarian-centric, as might be expected from an authorship primarily comprised of librarians, written for other librarian readers. Phrases like "our response," "I think," "I'm going to offer," "my goal," "I wanted," and "I suggest" were frequently used, pointing to an emphasis on relying on professional skill to make decisions about how to proceed under unknown circumstances. Less emphasis was placed on how librarians responded to a specific request from community members or groups; e.g., "One of my favorite ways to connect students with books is creating book displays" (KQ10) and having a book club read from a reader's choice award list of interest to the librarian, which they described as a "slightly selfish act" (ALSC55).

What do librarians feel is normal? Appropriate? Correct? Natural?

Interacting with the user community is a normal part of the librarian's job. Without it, librarians sought adapted opportunities to engage, with language indicating that this was their charge to do so, as in this suggestion: "Meet your students, teachers, and parents where they are: on e-mail, through social media, texting apps such as Remind, or virtual town halls or meetings. Design Google Forms or surveys to elicit feedback and make sure to schedule open office hours!" (KQ22).

One person described the lack of contact with patrons during the pandemic: "I felt resentful, despairing, and fearful (sometimes in the same day) while working more hours without the daily interactions that focus me" (KQ2). Another school librarian asserted that "teaching and learning only work well when we make connections with our students. . . . Bonds have been broken by distance" (KQ7). For school librarians, this often meant losing instructional time. One said, "With instruction on a bit of a hold, my time and attention turned to organizing and updating the collection" (KQ49). Normally, fall would be a period of welcoming back students to school and the school library after summer break. School librarians on the *KQ* blog discussed how to continue to "motivate my students to read this year" (KQ47).

The instructional roles of the school librarian were discussed as being relevant during the pandemic as well. A specific document written and compiled by AASL was shared several times

on the blogs as a guide for how to ensure the roles continue through the various and changing formats of learning that were happening within the schools. One librarian wrote, "The 'School Librarian Role in Pandemic Learning Conditions' document focuses on the five important roles of a school librarian—instructional partner, teacher, leader, information specialist, and program administrator—during remote, hybrid, and in-person education" (KQ14).

One of the strongest themes throughout the blogs was a focus on continuing to make opportunities for students to read—e.g., "Students still want to read, so reach out to them" (KQ44); "While it wasn't the summer any of us could have imagined, having Summer Playlist in some form was a nice way to continue to connect with our community and inspire reading and adventuring (with clean hands, masks on, and from an appropriate distance)" (ALSC5).

Validity and Reliability

In terms of developing and applying coding, researchers conducted inter-rater reliability checks during inductive coding processes. Regarding the results of the discourse analysis, Gee maintains that the validity of the hypotheses constructed through discourse analysis is strengthened via four elements: convergence, agreement, coverage, and linguistic details. Of these elements, convergence and linguistic details contribute most to validity in the current study, as the analysis of answers to the questions (of the politics-building tool) and linguistic details offered compatible and convincing conclusions. To some extent, the element of agreement supports validity, as the researchers are "native speakers" of the social languages of the bloggers, although they are not current "members" of the group, as they are not practicing school librarians.

Limitations

There are limitations to discourse analysis, a method that interprets specific sets or examples of language through the lens of researchers. The researchers conducting this work share social languages of school librarians and are current members of the organizations, which informs our understanding. As described ahead as a possibility for future study, a limitation of the current study is that the corpus of analysis is limited to published blog posts, without corroborating or differing perspectives in other data formats (interview or focus group, survey, social media, etc.) with or by the authors or other library professionals and staff. Lastly, the dates used in this study

overlapped with an event that was liveblogged by the bloggers from one of the associations examined in this study. Therefore, this blog had more posts than others, often with increased discussion related to the pandemic.

Discussion

The time period between August 1 and October 31, 2020, was a period of adaptation, coping, and innovation for teen librarians. Bloggers were active and shared strategies for continuing librarianship during the pandemic. One surprising element was that less than half of the posts made during this time (approximately 43%) were not related to the pandemic and did not mention COVID-19 adaptations. This is partly due to other events that were happening at the time, such as the #ALSC20 virtual conference, where bloggers made posts about a conference session they attended or upcoming events. The posts that did discuss the pandemic widely addressed programming adaptations and the importance of connecting with patrons, students, and colleagues through alternative means.

The discourse from professional associations around this time emphasized the need for librarians to adapt, work together, and advocate for the continuance of library services.[47] Writing about library services broadly, ALA President Julius C. Jefferson Jr. described library workers as "second responders in times of crisis," with libraries as "critical infrastructures in their communities."[48] Discourse in school library circles also suggested that opportunities for librarians lay within every challenge. The discourse within the blogs modeled these priorities, presenting many new ideas and innovations that emerged as a result of new school and library conditions. While the bloggers expressed worry and concern about serving patrons at times, they also wrote with eagerness and excitement to try new programming and service delivering methods. In addition, language used conveyed that they were eager to share these new ideas and innovations with the library community.

Gee distinguishes "discourse" from "Discourse" (with a capital "D"), the latter of which refers to a "socially identifiable identity" enacted by combining language with actions, interactions, tools, and ways of valuing.[49] Through blogs as a tool to disseminate their writing, and with the activities and perspectives shared therein, the librarians' Discourse around their work in the COVID-19 pandemic establishes librarians as actors with agency, agility and responsiveness, and vital knowledge to give, that which is often personalized to an individual

patron's reading or learning needs, ascertained through mediated channels, such as 1:1 reference or dialogue about books or reading.

Professional organizations have described the librarian as a guardian for library users, as well as individuals with an important role in building relationships within the community and creating an inclusive culture.[50] Teen librarians acted as stewards of resources and essential opportunities, including information in a range of formats for academic and personal uses, and participation in discussions, programs, and lessons. The discourse from teen librarians on the blogs suggests that these librarians demonstrate deep dedication to fulfilling what they understand to be responsibilities and priorities of their profession, including bolstering access and equity, serving as stewards to their communities, and providing and elevating collegial guidance and support.

Two additional questions from the politics-building tool help shape this discussion. First, *"What is going on? The viewpoint is . . ."* The pandemic was a time of unprecedented crisis, uncertainty, and circumstance across all public sectors, including schools and libraries. Librarians used positive dispositions to adapt, be creative, and problem-solve. They leveraged blogs as a means to encourage: "The pandemic has handed us some lemons. Let's squeeze those suckers and add some sugar. Pull out our finest pitchers. How can I make my job, as it is RIGHT NOW, the best that it can be?" (ALSC84). They also used the blogs to express hope for the future: "No one will escape this unscathed, but we can emerge stronger and more resilient" (KQ8). They constructed their emotional state of being in the blogs, particularly from school librarians writing in the *KQ* blog, where words like "overwhelmed," "stressed," "anxieties," and "challenges" were used frequently. Across the blogs, librarians indicated deep concern for teens, families, and their pandemic experiences.

And next from the politics-building tool, we examine the question *"What does this have to do with social goods?"* Because of the librarians' strong belief in the value of the library's and librarian's goods, "outreach" became an essential part of librarians' work during this time. Librarians made decisions about when to reach out: "I reached out to my super readers from last year and made sure they knew about our book bus and our new e-book platform" (KQ113), and when not to reach out: "Instead of contacting teachers to schedule classes for orientations or seeking other collaborations, I decided to wait to reach out" (KQ114). While the focus on outreach across the blogs presents the librarian as proactive and seeking to continue the library

mission, the focus on outreach within the discursive practice in school library settings seems to reflect a concern that if students want to read, they will not necessarily seek out or come to the library, or know how to access physical or digital book resources. There also seems to be a concern that teachers will not, or perhaps cannot, come to the library for their students' instruction (likely in scenarios without scheduled library class time), and that librarians presume the tasks of reaching out and redesigning instructional offerings to ensure that the social good of library instruction (and related resources and offerings) continues.

Many school librarians assumed new, or more extensive, leadership roles and responsibilities in their schools, including increased technology support and design or customization of tools for online learning for students and teachers facing hybrid or remote learning—perhaps new but not unusual steps for professionals known as, and striving to be, future-ready technology leaders. As Johnston described in her study of enablers and barriers to technology leadership in school librarians, "The perception that one can make a difference in the lives of students and teachers was prominently identified as the most-frequently occurring enabler in this domain facilitating school librarians' involvement in technology-integration leadership"; through their language, the librarians in the current study reflected similar ambitions around making a difference.[51] They also demonstrated further characteristics found by Johnston to be enablers of technology leadership, including a personal sense of obligation to get involved, self-initiated efforts toward growth, and self-confidence in integrated curricular and technology expertise.

Writing about school librarian preparation programs, pre-pandemic in 2017, Green, Jones, and Burke found that programs placed less emphasis on preparing school library candidates to design and develop digital learning spaces, though, interestingly, the librarians in the current study did not seem to report a lack of knowledge or readiness to take on this role.[52]

The researchers observed a few potential gaps between beliefs and priorities constructed in the blogs and those named as priorities by professional organizations, or what might seem to be important given current contexts around access to schools and libraries during the pandemic. For example, bloggers did not seem to report on practices around gathering perspectives or needs assessment from their communities during the pandemic. Language in the posts suggests librarians are presuming needs for services based on professional knowledge, job responsibilities communicated explicitly or implicitly, and/or existing awareness of community needs. This

finding aligns with observations of Subramaniam and Braun published in January 2021, that library staff lacked knowledge and skills "to connect and learn about their communities from people, organizations, published materials, and available data sets," and that access to materials, technology, and Wi-Fi tended to be the focus, rather than more nuanced and responsive services aimed toward intentional, equitable ways to serve changing needs in the pandemic.[53] The publication *Library Staff as Public Servants: A Field Guide for Preparing to Support Communities in Crisis* operationalizes "essential tasks" for serving communities in times of crisis.[54]

Services specific to pandemic times for teens in marginalized or underserved populations were not described in the blogs. "Seek[ing] out and listen[ing] to the voices of adolescents who are often marginalized and may not currently be seen as library users" is a recommendation for library staff in the 2014 YALSA report *The Future of Library Services for and with Teens: A Call to Action*. A "Teens First" or "teen-centered" approach—that is, seeking out and incorporating teen voices into decisions around policy, procedures, and practices—is emphasized throughout that report and in findings from the subsequent National Forum on Transforming Teen Services through Continuing Education (2017–2018).[55]

The researchers noted numerous public librarian blog posts that mentioned services and resources for homeschoolers, that is, support for people who by regular practice, homeschool and would normally visit the library in person. The posts may have recognized that the homeschooling population may be increasing during the pandemic as parents choose to homeschool their children, or that current homeschool families might require different resources without access to physical library spaces or other community resources they might have utilized in pre-pandemic times. Not described in the blogs were services for those who might be homebound due to mandatory quarantine/shelter-in-place periods, nor were there discussions of supporting families who may be experiencing remote learning, a somewhat different type of homeschooling situation in that students are learning while at home, but are guided by public school teachers with the public school curriculum.

Although some discussion of needs around digital and media literacy was observed, the topic of libraries as a source for health information during the pandemic was not a focus. Banas et al. described librarians who serve teens as a potentially positive support for health resources

and social determinants of health, as librarians have the opportunity and perhaps duty toward building equity and access.[56]

Future Directions and Next Questions

The current study brings up numerous questions for future research: first, in terms of who and what we were able to study given the methods and data used, and second, around what practices and perspectives related to the COVID-19 pandemic might unfold in the future.

The first set of topics and angles involves participation from stakeholder groups. What do teens want from their libraries? With increasing emphasis on youth voice and leadership in libraries, how might teens be involved in designing services during COVID and in post-COVID times? How might the bloggers "fill in" and extend what we studied and ascertained through their blog discourse with additional insights or perspectives gained over time? How would the bloggers describe the values and beliefs that shaped their actions and understandings during the period August–October 2020? What didn't we see as readers of the blogs? For instance, what are librarians doing to reach marginalized youth during the pandemic? In what ways are they providing what Phillips terms empathetic services?[57] Who are other people guiding, suggesting, and directing the services that are given priority? And finally, what do librarians and library staff want—in terms of support, professional learning, or information—at this point in time? Related to this, what additional forms of discourse might be appropriate and accessible for expanding and diversifying the corpus for study?

And next, regarding potential directions for future study: What priorities, values, and changes in practice, or changes in emphasis, might shape the work of librarians serving teens in the next phase of the pandemic? Who might demonstrate that they share the librarians' constructed perspective that libraries are social goods? What services or practices might persist post-pandemic? How will library services to teens adapt, change, or revert post-pandemic? And how might adapted or new practices affect continuing education and school library preparation programs?

Conclusion

This discourse analysis looked at professional blogs to examine how librarians serving teens use language to construct and demonstrate values and actions around their library services during a period of time in the fall of 2020 during the COVID-19 pandemic. The blog posts published by volunteer bloggers for the American Association of School Librarians, the Association for Library Services to Children, and the Young Adult Library Services Association presented discussion and examples of librarians' creativity, flexibility, and dedication to continuing or reinventing service, access to materials and spaces, and engagement with students and patrons in virtual and physical libraries, the latter according to new safety and distancing protocols. They used language to construct their emotional or mental states, including feelings of anxiety, frustration, fear, and uncertainty. Bloggers also exuded capability and professional competence, agility and perseverance, and subject-area expertise spanning disciplines of online teaching and learning, young adult literature/resources and reading preferences, digital citizenship, information literacy, tech troubleshooting and device management, and digital tools for content curation and creation. Librarians strived to make their services known to their patron groups and to each other.

Librarians used language to indicate that libraries are social goods highly worthy of equitable and continued distribution during times of crisis. The librarians themselves served a complex, centralized function in the composition and distribution of that social good. That is, their expertise was part of the "goods" and they also held agency and power in distributing social goods to teens, as well as other patron groups, including teachers, families, and, for some libraries, age groups outside teens.

Appendix A: Codes

Codes used in inductive coding round, alphabetized here.

Students, Home/Family

bring in students

browse books

fluency between home and school

fun

joy

kids as customers

reading for fun

student creations

student interest

student needs

Librarians

catching up on other work

collaboration

connections

learning

librarian creativity

librarian decision

librarian poses direct question

librarian prefers in-person

librarian role

librarian teaching

professional advice

professional development

professional sharing

professional support

staying current

training staff

Technology

Bitmoji

digital tools/apps for learning

help desk

Internet access

librarian-created digital tool

social media

teaching technology

technology for access

tech support

video instructions

Zoom

Learning, School, and Teachers

build knowledge

continue learning

demonstrate understanding

digital skills

homework help

hybrid learning

lessons learned

librarians attending classes

make sense of information and experience

online learning

parents teaching kids

post-pandemic learning

remote learning

remote teaching

return to school

teacher approval

virtual learning

work from home

writing curriculum

Library Activities and Instruction

advocacy

alternative use of the library

book access

books to students

borrow books

circulation

collections

concierge

contactless service

curated books (curation)

curbside pickup

distribute to kids

ebook access

grab and go

improving access in physical library

librarians connecting with kids at home

library closed or open status

library mission

limited services

materials to teachers

outreach

outreach to parents/families

outreach to students

outreach to teachers

post-pandemic practice

pre-pandemic idea implemented

pre-pandemic practice

pre-pandemic practice with pandemic adaptation; also "before and now"

promotion of service

promotion of service to students

promotion of service to teachers

reading promotion

requesting books

self-care

services to underrepresented groups

take-home materials

updating website

virtual book display

virtual book talk

virtual meeting

virtual programming

Verbs, Actions, Concepts (across categories)

adapt

adapt what we are doing

anxiety

assumption

challenge

changes

cope

crisis

disappointed

ease

emotional

engaging

essential

exhaustion (more work; stress)

flexibility

fraught

isolation

left out

manage stress

new normal

pandemic inspiration, also pandemic opportunity

pandemic safety protocol

plan of action

PPE/masks

priority

reference to COVID-19 or pandemic times

resiliency

rethinking

risk

sacrifice

safety

social distancing

struggle

success

temporary solution

uncertainty

vaccine

went virtual

working together

worry

Appendix B: Master List of Blog Titles

YALSA Blog

1. NNLM and SciStarter Present Virtual Citizen Science Workshops!

2. Volunteers Needed for Advocacy Resources Community Listening Taskforce

3. A Note from the President

4. Registration Open for 2020 Virtual YA Symposium

5. Call for Papers for Special Themed *JRLYA* Issue: Access in Libraries That Serve Teens

6. Meet the 2020–2021 Financial Advancement Committee!

7. Volunteer on a YALSA Group!

8. August 2020 President's Report

9. 2020 Virtual Symposium Early Bird Registration

10. Celebrate TeenTober with These New Resources!

11. Give $20 in 2020 to Support YALSA Board Fellows

12. New Volunteer Opportunities

13. Supporting Diversity through the Spectrum Scholarship

14. YALS Winter 2021 Issue: Call for Articles

15. "The Claudia Kishi Club" Kicks Off Media Literacy Week, Oct. 26–30

16. President's Report—September 2020

ALSC Blog

1. Digital Review Copies: Free Books for Librarians

2. Libraries during COVID: Scenes from the Empty Library

3. Keeping Connected with Custom Collections

4. Program in a Post: Pen Pals

5. Summer Playlist: At Home Edition

6. Get Involved in ALSC

7. How to Stay Current on Kids Tech Trends

8. New Toolkit to Help Youth Experiencing Financial Insecurity and Homelessness

9. Relief Renewals for BIPOC Members

10. Online Storytimes: An Interview about Technology and Connecting

11. Technology in Practice: Adapting to a Remote Learning Environment

12. LSUCTC Toolkit: Seeking Topic Suggestions

13. Documenting Personal Experiences during the Pandemic

14. Taking Children Reading to Dogs Virtual

15. ALSC 101 (Virtual!) Recap

16. Afternoon Amazingness at #ALSC20

17. ALSC 101 and Play-Based Engagement at #ALSC20

18. #ALSC20, Here We Come!

19. #ALSC20 Awesome Afternoon with #OwnVoices

20. Breakfast Talk: Generational Love

21. Finishing out #ALSC20 with Muslim Representation, Institute Trivia, and Edible Book Hilarity

22. Saturday Kickoff at #ALSC20

Knowledge Quest **Blog**

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