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## Editorial

# School Libraries and COVID-19

**Nancy Everhart**  
**Florida State University, USA**

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We have been dealing with many challenges in the past months. and such is the case at *School Libraries Worldwide*. This issue is getting out a bit later than usual due to added responsibilities of authors, reviewers and myself – editor of this issue. However, we have an outstanding array of topics. And although the research was conducted before the COVID epidemic, the subjects resonate with issues we are dealing with today.

For example, Rita Soulen, Lara Tedrow, and Kelsey Sullivan’s article, “Resilience in the Aftermath: School Libraries and Rebounding After Trauma,” is a review of the literature on school shootings, fire, floods, and other natural disasters. COVID can certainly be considered trauma. The authors describe the impact on students in these situations and the roles that school librarians have assumed or can assume. They range from students’ distress at the individual level (divorce, death, and homelessness), school level (school shootings, suicides), and community level (natural disasters, civil unrest and poverty). They conclude that these roles are building resilient students and resilient school ecologies as well as disaster management.

“Technology use in Government School Libraries in Medellin, Colombia” by Wilson Castaño Muñoz and Sandra Patricia Bedoya is a case study in their home country illustrating that the digital divide continues to be with us. It has been exacerbated by the epidemic even in highly technological countries. School librarians have, and perhaps more will be, losing their jobs leaving a void where students cannot obtain the benefits from a school librarian devoted entirely to them as in many schools in Medellin. The authors also investigate reliance on open source software and teachers’ misgivings concerning mobile technologies – topics also relatable to our members in various countries.

School librarians have an opportunity to serve as leaders and instructional partners as teachers tackle online learning with their students. In many instances, students are suffering lack of engagement and motivation in the online environment. “Designing Lessons and Programs that Motivate Students” by Sherry Crow and Judy Henning provides us with not only a theoretical framework for fostering motivation but also “specific practical principles that can help school librarians design activities that will motivate students to read and seek information on their own.” Although conceived for in-person situations, the activities can be adapted for other modalities of teaching and engagement.

School librarians are anxious to get back to their facilities and judging by conversations on online forums, creating and expanding makerspaces is forefront in their minds. Groundbreaking research, “Factors Influencing Intention to Introduce Accessibility in Makerspace Planning and Implementation,” by Heather Moorefield-Lang and Ana Dubnjakovic discuss an important, but often overlooked aspect of makerspaces – accessibility. Ensuring that makerspaces are fully accessible requires both positive attitudes and control over making the necessary changes. Perhaps during this time of working at home school librarians will learn more about how to accomplish this and this article provides an excellent foundation.

Marcia and I, with the support of the Board of Directors at IASL, are implementing a new direction for *School Libraries Worldwide*. Future research will be published on a rolling basis rather than in two yearly issues. This will enable our community to gain more timely access to articles. We hope you enjoy the new approach!

**Author Note**

**Nancy Everhart** ([everhart@fsu.edu](mailto:everhart@fsu.edu)) co-edits *School Libraries Worldwide* and is a Professor at the Florida State University School of Information in Tallahassee, Florida, USA. Her research interests include the status of school libraries and school librarianship in international contexts and school librarian leadership.