

The Association for Library Service to Children (ALSC) is currently focusing on the trend of e-learning specifically in regard to COVID-19. Due to COVID-19, both public and school libraries have closed for the safety of their patrons. This does not mean that librarians are not still engaging with their communities, in fact, they are shifting their work to an e-learning environment. The ALSC is “dedicated to the support and enhancement of library service to children. From programming and best practices to continuing education and professional connections...” In order to continue to support children’s and youth librarians, the ALSC has had to restructure some of their programming and training to better equip and teach their members. This has involved “open[ing] up some of our most recent member-driven content...[to help] keep your professional development and work moving forward in this time of social distancing and remote work.”

COVID-19 and the reliance of e-learning has not only affected the ALSC and all types of librarianship, but it has also impacted other professions. One such profession is teachers of all grade levels and subjects. The organization that will be the focus of this discussion is the National Council of Teachers of English (NCTE). The core competency, or objective, of the NCTE is to “apply the power of language and literacy to actively pursue justice and equity for all students and the educators who serve them.” During this time of social distancing with COVID-19, e-learning has become the mode of school education for students of all grades and ages. As such, the NCTE has provided both resources and activities for teachers who are now having to adapt their curriculum to an online platform.

This trend of e-learning due to COVID-19 falls within the jurisdictional boundary of the LIS profession. People are still looking towards the library for information, books, and activities for their children and youth during this time. In both organizations, the desire to provide access

and the opportunities for all students and patrons can be found in the changes made to their websites and available resources.

At Dominican, the LIS program has many classes that focus on e-learning, combining technology and teaching, as well as technology and literacy. The three that most directly apply to this current trend are Integrating Technology into Programming, Services, and Instruction (LIS 724), Curriculum and School Libraries (LIS 725), and Learning Theories, Motivation, and Technology (LIS 726). In the summary for LIS 724, it states “the role of the library media specialist in facilitating effective creation/production use of media by students and teachers in elementary, middle, and secondary schools.” This role of the library media specialist will allow them to create online media and resources for both students and teachers to utilize during this quarantine. LIS 725 focuses on curriculum and school libraries with the “emphasis [being] on collaborative planning and teaching between the library media specialist and teachers.” Even though librarians and teachers are separated physically, they can still connect and work together virtually. The librarian can assist the teachers in online lesson planning, e-books, or using other online material. LIS 726 assists with this current trend of e-learning because “they study productivity and online tools and acquire skills for using technology in instruction.” LIS students are being equipped in these classes, and in the classes they are currently taking on how to best assist others in e-learning.