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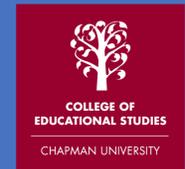
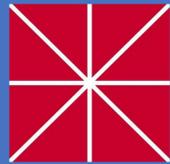
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School Librarians: Their role as Global Educators in the 21st Century

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Purpose

This study seeks to explore the professional lives of K-8 school librarians (SL). In particular the study will examine current K-8 librarians content knowledge, professional skills and professional dispositions as it pertains to their ability to produce globally educated students. This topic is important because there seems to be a shortage of qualified SLs due to district cutbacks, and districts employing SLs rarely involve SLs in incorporating global education (GE) into their school curriculum.

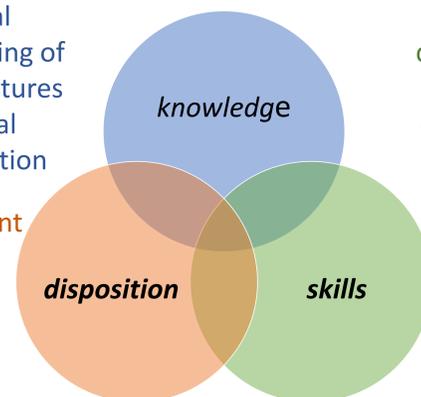
American students are unprepared to succeed in the workforce after graduation. There is a lack of importance of global education in US schools due to Common Core State Standard curriculum and state standardized testing (College Board 2013). GE encompasses both international culture and education, including information technology. GE is a key to thinking, communicate, collaborate, analyze, & problem solve.

According to the American Library Association, SLs with masters degrees should have obtained the knowledge, skills and dispositions needed to engage in globally competent teaching though it is unclear if and how SLs engage in these practices in their schools.

Elements of Globally Competent Teaching

-Global conditions, current events
-Experiential understanding of multiple cultures
-Intercultural communication

-Commitment to equity
-Empathy & valuing multiple perspectives



(Tichnor-Wagner et al. (2016))

-Create an environment valuing diversity & GE
-Provide current event content
-Assessing global competency

Methodology

This study will draw upon a collection of ethnographic research methods in examining the professional lives of school librarians. Three school librarians will be recruited from three different school districts in Southern California. Additionally about 15-20 students will be recruited from the three different school districts for the purpose of finding out what interests they would like to partake in.

Over the course of a year, observations of the librarians in their respective schools will be conducted and each librarian will participate in two semi-structured interviews in addition to unstructured interviews that will take place during fieldwork. The semi-structured interviews with the librarians will cover their daily job duties, their knowledge and use of global education curriculum, professional development, collaborations with faculty, and technology. Additionally, each student will participate in one semi-structured interview that will explore their interests in 21st century educational curriculum. In addition to observations and interviews, school documents will be collected as well as other available school data.

Once collected, interviews and observation notes will be transcribed and all data collected will be analyzed using Nvivo qualitative research software. Data will then be inductively coded for major themes and subthemes. As a method of member-checking, participants will then be provided copies of the results and will have the opportunity to provide feedback on the themes and subthemes (Lincoln & Guba, 1985).

Findings

Preliminary findings based on a review of the literature are that school librarians are often underutilized as contributors to global education (California State Auditor, p.27). This is despite the fact that SLs are generally well positioned to serve as global educators who can engage in globally competent teaching (Farmer 2016). The results of this study will be used to inform school policies and practices regarding school librarians as global educators. The results of the study will also be used to build a larger educational community.

“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”, (John Dewey).

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