

Work Experience

2016/2017

Code: 42959
ECTS Credits: 9

Degree	Type	Year	Semester
4313816 School Library and Reading Promotion	OB	0	2

Contact

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Use of languages

Principal working language: catalan (cat)

External teachers

Alex Cosials

Mònica Baró

Prerequisites

No

Objectives and Contextualisation

The module aims to train students in the management and organization techniques of school libraries, from knowledge of the theoretical corpus and environment analysis.

Skills

- Apply the knowledge and skills acquired on the course to the real world and gain familiarity with workplace duties and tasks.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Develop communication and inter-personal skills needed to manage projects involving the different members of the educational community.
- Develop cooperation strategies for working in teams.
- Develop strategies for innovation, creativity and entrepreneurship in the context of school libraries and reading promotion.
- Incorporate ICT for learning, communicating and sharing in education.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Master the use of ICT and apply it to management and promotion processes in a library 2.0. context.

Learning outcomes

1. Analyse and assess the efficacy of ICT resources applied to the management and promotion of the practice environment.
2. Apply and assess plans, projects and actions to promote reading in different contexts
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.

4. Develop cooperation strategies for working in teams.
5. Identify examples of good practice that can be transferred to the workplace and help to implement them.
6. Identify reading and informational needs in schools and other environments.
7. Incorporate ICT for learning, communicating and sharing in education.
8. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
9. Manage the resources and services of a school library
10. Use the network to share educational, communicative and bibliographic strategies.

Content

The internship consists of a stay of 100 hours in a school library in a school or a children's section of a public library, working under the guidance of a tutor. Parallel to stay, the student must attend meetings and seminars for sharing work experience and reflect on different aspects of unit management: identification, context analysis, organization within the center, fitness space and collection, remote services and virtual services for different types of users, activities to promote reading, information and library, planning and evaluation methods.

Methodology

The training will take place with the following dynamics:

- Stay and work at the center
- Individual tutorials
- Group seminars
- Oral presentations and cases discussion.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Directed Seminars	125	5	1, 4, 10, 5, 7, 3, 8
Type: Autonomous			
Stay in the center	100	4	1, 2, 4, 10, 9, 5, 6, 7, 3, 8

Evaluation

The assessment will be done through the indicated activities. The stay in the centre of practices will be assessed by means of the report by the tutor to the center (30%).

The final grade is obtained from the weighted average of the activities provided. To apply this assessment will be necessary to obtain at least a 4 on all activities made during the development of the module and the final work.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance to class and task elaboration	30%	0	0	1, 2, 4, 10, 5, 6, 7, 3, 8

Practices report	40%	0	0	1, 2, 4, 10, 9, 5, 6, 7, 3, 8
Stay of practices	30%	0	0	1, 2, 4, 10, 9, 5, 6, 7

Bibliography

- La biblioteca-mediateca: infantil i primària: proposta de treball. Barcelona: Associació de Mestres Rosa Sensat, 2007. 214 p. (Dossiers Rosa Sensat; 63). ISBN 978-84-95988-77-5.
- La biblioteca-mediateca: secundària: proposta de treball. Barcelona: Associació de Mestres Rosa Sensat, 2007. 160 p. (Dossiers Rosa Sensat; 64). ISBN 978-84-95988-78-2
- Bibliotecas escolares en España. Dinámicas 2005/2011. Ministerio de Educación; Fundación Germán Sánchez Ruipérez, 2013. 291 p. ISBN: 978-84-369-5464-7.
- Bibliotecas escolares "entre comillas": estudio de casos: buenas prácticas en la integración de la biblioteca en los centros educativos. Madrid: Ministerio de Educación; Fundación Germán Sánchez Ruipérez, 2010. 163 p. ISBN 978-84-89384-79-8.
- Bibliotecas escolares ¿entre interrogantes?: herramienta de autoevaluación: preguntas e indicadores para mejorar la biblioteca. Madrid: Ministerio de Educación; Fundación Germán Sánchez Ruipérez, 2011. 146 p. ISBN 978-84-89384842.
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- Nájera Trujillo, Claudia Gabriela. ...pero no imposible: bitácora de la transformación de una biblioteca escolar y su entorno. México; Barcelona: Océano Travesía, 2008. 199 p. ISBN 978-84-494-3883-7.