

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)

## Teachers

Lara Reyes Lopez

Maria Trabal Mitjans

## Prerequisites

None

Important notice: Lecturers will be held during the second semester.

## Objectives and Contextualisation

A master thesis aims at getting participants in the master programme to apply the knowledge and abilities acquired during the course so as to design, implement and present a project related to pedagogical interventions that can be carried out through the use of school libraries or through the organisation of activities to promote reading. Participants are expected to base their master thesis on a real case. They need to depart from the diagnosis of a particular situation (in a school or in any other social environment), set strategies to remediate the situation and plan how to implement, monitor and assess a plan of action.

## 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.
- Contextualise professional activity in the reading habits of today's society and in the processes of school-based learning.
- Design, plan and evaluate library, school and community reading projects that are appropriate to their context.
- Detect, assess and select fiction and non-fiction resources that are suited to the different types of recipients of educational or promotional interventions .
- Detect reading and information needs in school or other community contexts.
- Develop communication and inter-personal skills needed to manage projects involving the different members of the educational community.
- 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.

- Link up and promote reading and cultural activities, both internal and external, using the appropriate tools.
- Manage the collection, resources and services of the library.
- Master the use of ICT and apply it to management and promotion processes in a library 2.0. context.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

## **Learning outcomes**

1. Analyse the information obtained use the indicators to make an initial assessment of the situation in the environment under study.
2. Apply and assess plans, projects and actions to promote reading in different contexts
3. Choose between different ICT tools and resources on the basis of the objectives and activities set.
4. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
5. Contribute to the implementation of a project or activity in the workplace where the practicum is being undertaken.
6. Create guides and resource lists based on a particular need expressed by the library or by community members.
7. Design a procedure to promote cultural and reading activities offered by a library or other organisation.
8. Design, plan, implement and evaluate an action plan based on a previous assessment, in a specific context.
9. Evaluate the services of a library, identify weaknesses and propose solutions to these.
10. Identify key indicators for determining reading habits in the environment under study.
11. Incorporate ICT for learning, communicating and sharing in education.
12. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
13. Suggest possible interventions to improve reading promotion processes in a school library or other context.
14. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
15. Use the network to share educational, communicative and bibliographic strategies.

## **Content**

- Structure and characteristics of a school reading plan and of a community reading plan.
- Diagnosis of reading situations at schools or at other social establishments.
- Diagnosis instruments used in different contexts for different purposes.
- Strategies to analyse the results of a diagnose.
- Strategies to implement a plan of action based on a previous diagnose of a given situation.
- Assessment of strategies to promote reading.
- Resources and materials to organise a detailed procedure to implement, monitor and assess an action plan.

## **Methodology**

Participants will be assigned a tutor who will provide them with a calendar with the group tutorials, the slots for individual tutorials and the deadlines for delivering each of the TFM chapters.

During the group tutorials, the tutor and the participants will design the various individual MA thesis projects. The elaboration of each project will be done in four stages: (1) data collection and diagnosis, at a school or any other social milieu, of a real case; (2) development of strategies to implement an action plan that fits the project objectives; (3) detailed procedure to implement, monitor and assess an action plan; and (4) elaboration and public presentation of the TFM.

Participants will receive feedback and scaffolding from their tutors. If necessary, the original sketch of the project can be modified during the whole process. Participants can ask their tutors for private appointments, if necessary. Participants are advised to send the texts they want to discuss with their tutors short before the actual meeting.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Supervised</b>			
Tutorials	50	2	12
<b>Type: Autonomous</b>			
Gathering information, diagnosing a case and elaborating the MA thesis	100	4	1, 2, 9, 5, 15, 8, 10, 11, 13, 4, 14

## Evaluation

Master's theses go through a process of continuous assessment. Tutors will write a progress report during the process of developing the MA project. Such report, together with the final written text and the oral presentation (in front of a jury) of the work done will be used as assessment tools.

MA's theses can differ from one to another. Participants should choose the type of project they want to design and in which context (schools, other social establishments, etc.). All written works should, however, contain the following sections:

- 1) Introduction and presentation of the work done.
- 2) Theoretical framework. It includes an analysis of the context and a list of the objectives for the action plan.
- 3) Methodological framework. Detailed account of the project's design and implementation: techniques, procedures and instruments use to sketch the action plan based on the diagnostic of a given situation.
- 4) Descriptive, interpretative and explanatory analysis of the information gathered during the diagnosis phase.
- 5) Sketch of the plan of action to solve the challenges outlined during the diagnosis phase.
- 6) Conclusions about the work done. Conclusions should link the context of action with the theoretical framework and the strategies used to intervene. Participants should also reflect upon the adequacy of the action within the context of intervention.
- 7) Bibliography. List of all full references of the works cited in the text. Participants are advised to use the citing criteria used by the American Psychological Association (APA citation style).
- 8) Annexes.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assessment of first drafts	10%	0	0	5, 12, 4
Master's Thesis final written report	65%	0	0	1, 2, 9, 5, 15, 8, 7, 6, 10, 11, 13, 12, 4, 14, 3
Master's Thesis Viva	25%	0	0	2, 11, 4

## Bibliography

Baró, Mònica; Mañà, Teresa. Estudi sobre les accions de foment de la lectura a les biblioteques públiques de Catalunya [en línia]: [informe encomanat per la Direcció General de Cooperació Cultural de la Generalitat de Catalunya]. Barcelona: Universitat de Barcelona. Observatori sobre Biblioteques, Llibres i Lectura, 2009. Disponible a: <[http://diposit.ub.edu/dspace/bitstream/2445/27426/1/Estudi\\_foment\\_lectura.pdf](http://diposit.ub.edu/dspace/bitstream/2445/27426/1/Estudi_foment_lectura.pdf)>.

Clark, C. Informes sobre hàbits de lectura del National Literacy Trust (Anglaterra). En línia: [http://www.literacytrust.org.uk/research/nlt\\_research](http://www.literacytrust.org.uk/research/nlt_research)

Colomer, T. (2007): Andar entre libros. México: Fondo de Cultura Económica, 2ona ed.

Manresa, M. (2013). L'univers lector adolescent. Dels hàbits de lectura a la intervenció educativa. Barcelona: Rosa Sensat.

Miret, I.; Baró, M.; Mañà, T.; Velosillo, I. (2011). Bibliotecas escolares ¿entre interrogantes? Herramientas de autoevaluación. Preguntas e indicadores para mejorar la biblioteca. Ministerio de Educación / Fundación Germán Sánchez Ruipérez.

Villarroya, Anna; Maite Barrios Estudis i recerca sobre edició i hàbits lectors. Anuari de l'Observatori de Biblioteques, Llibres i Lectura. 2010-2011, p. 169-180. Disponible a: <http://www.raco.cat/index.php/AnuariObservatori/article/view/262958>

Materials sobre plans de lectura a: <http://www.canallector.com/>