

School Library

Code: 102002
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

The students, as a future teachers, must have a good oral and written command of the Catalan language and the Spanish language (Level C2 of the Common European Framework of Reference).

Objectives and Contextualisation

It is proposed to train teachers in the organization and the use of an essential educational instrument for school purposes. All the centers have a library and all the studies indicate their influence on the learning outcomes of the students. The evolution towards a society of the information requires a citizenry formed in the dominion and the habit of the reading, the search of information and the digital alphabetization. The subject proposes that the students understand the school libraries like centers of diverse resources and fully integrated in the dynamics of the centers and their surroundings; know their different functions and services according to the needs of students and teachers; be able to organize and dynamise them, and have evaluation criteria to choose and update their materials, from children's books, both of fiction and of knowledge, to the websites and digital instruments.

Competences

Early Childhood Education

- Acquire literary education and especially get to know children's literature.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Generate innovative and competitive proposals in research and professional activity.
- Know and properly use resources to encourage reading and writing and develop strategies for use of the school library.
- Work in teams and with teams (in the same field or interdisciplinary).

Primary Education

- Collaborate in the different sectors of the educational community and of the social setting.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Generate innovative and competitive proposals in research and in professional activity.

- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Assessing the quality of the production of current and historical children's literature, multimedia products and children's magazines and their relevance to the educational needs of the students, and demonstrating skills in disseminating them and encouraging reading.
2. Identify learning needs of the adult population in the information society.
3. Identifying the needs of the different types of users, selecting the appropriate funds, organising them in a suitable way and providing guidance in search and reading activities.
4. Situating the work of the school library in the context of the centre and its surroundings, and designing reading plans for the centre and its surroundings in relation to the school library.

Content

1. Social literacy and reading habits in current societies.
 - 1.1. The transformations caused by reading in new supports.
 - 1.2. Uses and social habits of reading.
 - 1.3. Resources and webs of educational support for reading and access to information.
2. Functions and organization of the school library
 - 2.1. The community users of the library.
 - 2.2. The organization of the library: space, furniture, facilities and arrangement of funds.
 - 2.3. Services and management of the library: loan, use of the network, training and guidance of users, promotion reading and cultural extension.
 - 2.4. The relationship between the school and classroom library.
3. The reading plan of the educational centers.
 - 3.1. Preparation of center reading plans (Planes de Lectura de Centro).
 - 3.2. Training activities for reading and searching for printed and digital information from the library.
 - 3.3. Literary reading formative activities and creation of reading habits from the library.
 - 3.4. Resources of diffusion of the resources and activities of the library: blogs, exhibitions, games and competitions, etc.
4. The different corpus of the school library.
 - 4.1. The quantitative and qualitative composition of the library resources.
 - 4.2. Type of resources: informative, fiction, and electronic resources references.
 - 4.3. Types of fiction and non-fiction materials for children in different media .
 - 4.4. The criteria for selecting and updating the resources.
 - 4.5. Resources for the selection.
5. Relationship of the school, family and social context in reading education.
 - 5.1. Collaboration with public libraries in the area.
 - 5.2. The collaboration with the families and other entities.
 - 5.3. Coordinated actions to promote reading and cultural activities.

Methodology

45 hours class: contents and basic questions of the subject with the entire class group through an open and active participation by students, practical work hours supervised by the teaching staff and school practices, different activities and visits to school libraries. Students will also have to prepare group activities outside the classroom as work of the subject in the proportion regulated for all subjects according to their credits.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
In-person clases in large group	45	1.8	2, 3, 4, 1
Type: Supervised			
Tutorial	14	0.56	
Type: Autonomous			
Works and readings	75	3	2, 3, 4, 1

Assessment

Students should attend at the 80% to qualify for the evaluation; otherwise, it will be considered not presented. With this precondition, the evaluation will be carried out through the mechanisms and activities indicated. To be able to pass the subject you must have at least 5 in each of the works. Written or oral activity that don't demonstrate a good command of the language will be failed. The students who during the course have followed the subject adequately but finish it with a failed part will have the opportunity to pass the course with an additional autonomous work, redoing some of the activities or through the specific mechanisms that are established according to the concrete situation of each student.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exposition group about a temathic selection of books and materials for a school library	40%%	4	0.16	3, 4, 1
Make a webquest and presentation of digital resources to improve the information literacy	30%	4	0.16	2, 3, 4, 1
Visit and review of a school library and presentation of good reading practice	30%	8	0.32	4

Bibliography

BAUMBACH, Donna J. (2006): Less is more: a practical guide to weeding school library collections. Chicago: American Library Association.

BARO, Mónica, MAÑÀ, Teresa, VELLÓSILLO, Inmaculada (2001): Bibliotecas escolares, ¿para qué? Madrid:Anaya.

CENTELLES, J. (2005). La biblioteca el cor de l'escola. Barcelona: Rosa Sensat.

COLOMER, Teresa (2008): "La constitución de acervos". Bonilla, E.; D.Goldin, R.Salaberría (coord): Bibliotecas y escuelas. Retos y desafíos en la sociedad del conocimiento. México: Océano, pp.378-405

COLOMER, Teresa (2003). "La lectura en los proyectos de trabajo". Camps, A. (comp). Secuencias didácticas para aprender a escribir. Barcelona: Graó.

DURBAN, Glòria(2005), "La colección documental de la biblioteca escolar. Una visión integradora de contenidos, formatos y soportes" en Educación y Biblioteca 148, pp. 99-102.

DURBAN, G. (2010): La biblioteca escolar, avui. Un recurs estratègic per al centre. Barcelona: Graó.

IFLA. Section of School Libraries. Manifest IFLA/UNESCO de la biblioteca escolar. Disponible a: <http://www.ifla.org/VII/s11/pubs/mani-c.htm>

IFLA. Section of School Libraries. Directrius IFLA/UNESCO per a la biblioteca escolar. Disponible a: <http://www.cobdc.org/publica/directrius/index.html>

LAPLANA, M.; BASTIDA, D. (2008) La biblioteca escolar com a centre de foment de la lectura. L'experiència de l'escola Costa i Llobera. Articles de Didàctica de la Llengua i de la Literatura, 46: 68-82.

NÁJERA, Claudia (2008): ... Pero no imposible. Bitácora de la transformación de una biblioteca escolar y su entorno. Barcelona; México D.F.: Océano.

PORTELL, Joan (2017): LLegim? Com crear lectors entusiastes. Barcelona: PAM.

TILKE, Anthony (2002) Managing your school library and information service: a Practical handbook. London: Facet.

Plans i programes de biblioteques escolars

Bibliorevolució: Fundació Jaume Bofill. <http://www.fbofill.cat/projectes/bibliorevolucio>

Generalitat de Catalunya. Departament d'Educació. Projectes. Biblioteca escolar. <http://www.xtec.cat/web/projectes/biblioteca>

Ministerio de Educación, Política social y Deporte. Madrid. Centro Nacional de Información y Comunicación Educativa. <http://w3.cnice.mec.es/recursos2/bibliotecas/>

Ministério da Educação. Portugal. Rede de Bibliotecas Escolares. <http://www.rbe.min-edu.pt/>

Ministerio de Educación de Chile. Bibliotecas escolares-CRA Centro de Recursos para el aprendizaje: <http://www.bibliotecas-cra.cl/index.htm>