

Master's Dissertation

Code: 42960
ECTS Credits: 6

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

Contact

Name: Maria Neus Real Mercadal

Email: Neus.Real@uab.cat

Use of Languages

Principal working language: catalan (cat)

Other comments on languages

English, Spanish and Catalan are combined as possible languages of dissertations and bibliography

Teachers

Joan Portell Rifa

Cristina Correro Iglesias

Felipe Munita Jordán

Maria Neus Real Mercadal

Prerequisites

None

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.

Competences

- 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 reading and information needs in school or other community contexts.
- Detect, assess and select fiction and non-fiction resources that are suited to the different types of recipients of educational or promotional interventions .
- 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
Type: Supervised			
Tutorials	50	2	12
Type: Autonomous			
Gathering information, diagnosing a case and elaborating the MA thesis	100	4	1, 2, 9, 5, 15, 8, 10, 11, 13, 4, 14

Assessment

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 justified 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) Diagnosis conclusions.
- 6) Sketch of the plan of action to solve the challenges outlined during the diagnosis phase.
- 7) 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.
- 8) References. List of all full references cited in the text. Participants are advised to use the citing criteria used by the American Psychological Association (APA citation style).
- 9) Annexes.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of first drafts	10%	0	0	5, 12, 4
Master's Thesis Viva	25%	0	0	2, 11, 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

Bibliography

Aliagas, C. (2011). *El desinterès lector adolescent. Estudi de cas de les pràctiques i identitats lletrades d'una colla d'amics des de la perspectiva dels Nous Estudis de Literacitat*. Barcelona: Universitat Pompeu Fabra [PhD on line]

Alvermann, D. (ed.) (2002). *Adolescents and literacies in a digital world*. New York: Peter Lang.

Arias, J. & Ayuso-García, M. (2008). Evaluación de las colecciones de una biblioteca pública. Análisis comparado con otras bibliotecas colombianas y extranjeras. *Investigación Bibliotecológica* 22 (45), 125-152.

Baró, M.; Aliagas, C.; Gorchs, G. (2013). *Com crear un ambient lector a l'escola?* Barcelona: Fundació Bofill. [on line]

Baró et al. (2012). Promoción de la lectura en las bibliotecas públicas de Cataluña: evaluación y resultados. *Profesional de la Información* 21 (3), 277-282.

Baró, M.; Mañà, T. (2009). *Estudi sobre les accions de foment de la lectura a les biblioteques públiques de Catalunya*. [on line]

Baye, A.; Lafontaine, D.; Vanhulle, S. (2003). Lire ou ne pas lire: état de la question. *Les Cahiers du CLPCF (Centre de Lecture Publique de la Communauté Française)* 4, 3-64. [on line]

Bonilla, E.; Goldin, D. y Salaberria, R. (coords.) (2008). *Bibliotecas y escuelas. Retos y posibilidades en la sociedad del conocimiento*. México DF: Océano.

Braun, L. et al. (2014). *The future of library services for and with teens: A call to action*. YALSA. [en línea]

CCLIJ (Consell Català del Llibre Infantil i Juvenil). (2005, 2010). *Hàbits de lectura dels infants i joves de Catalunya*. Informe no publicat. [Summary on line]

CIDE. (2003). *Los hábitos lectores de los adolescentes españoles*. Madrid: CIDE (Ministerio de Educación, Cultura y Deporte).

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

Clark, C.; Foster, A. (2005). *Children's and young people's reading habits and preferences: the who, what, why, where and when*. National Literacy Trust. [report on line]

Clark, C.; Rumbold, K. (2006). *Reading for pleasure: A research overview*. National Literacy Trust. [report on line]

Clark, C.; Hawkins, M. (2009) *Public Libraries and Literacy*. National Literacy Trust. [report on line]

Clark, C. (2010). *Linking School Libraries and Literacy*. National Literacy Trust. [report on line]

Clark, C. (2012). *Children's Reading Today*. National Literacy Trust. [report on line]

- Clark, C.; Teravainen, A. (2017). Book ownership and reading Outcomes. National Literacy Trust. [report on line]
- Colomer, T. (2004). ¿Quién promociona la lectura? CLIJ (Cuadernos de Literatura Infantil y Juvenil) 168, 7-18.
- Cortés Villalba, C.; Gil Leiva, I. (2011). Evaluación de la biblioteca pública de Valencia mediante la técnica encadenada de "grupos de discusión" y "encuesta". Revista General de Información y Documentación 21, 335-362.
- CERLALC (2007). Por las Bibliotecas Escolares de Iberoamérica. Bogotá: CERLALC. [on line]
- D. A. (2013). La lectura en un centre educatiu: Saber llegir, llegir per aprendre, gust per llegir. Barcelona: Departament d'Ensenyament. Generalitat de Catalunya. [on line]
- García Gómez, F. (2013). Innovación en la biblioteca pública española: dónde estamos y hacia dónde vamos. Revista General de Información y Documentación 23 (1), 133-150.
- Gómez Soto, I. (2002). "Los hábitos lectores". A Millán, J. A. (coord.) La lectura en España: informe 2002. Madrid: Federación de Gremios de Editores de España.
- Gremi d'editors de Catalunya. Hàbits de Lectura i Compra de Llibres a Catalunya. [regular studies on line]
- Gremio de Editores de España. Estudios sobre el sector del libro y lectura. [anual studies on line]
- Grupo Lazarillo. (2004). Lecturas y lectores en la E.S.O. Una investigación educativa. Santander: Consejería de Educación (Gobierno de Cantabria).
- Hall, C.; Coles, M. (1999). Children's reading choices. London: Routledge.
- Jaramillo, O. & Quiroz Posada, R. (2013). La educación social dinamizadora de prácticas ciudadanas en la biblioteca pública. Educ. & Sociedade 34 (122), 139-154
- Jover, G. (2007). Un món per llegir: Educació, adolescents i literatura. Barcelona: Rosa Sensat.
- Lessa, B & Ferreira Gómez, H. (2017). A biblioteca pública como um empório de ideias: evidências do seu lugar na sociedade contemporânea. Inf. & Sociedade 27 (1), 35-46.
- Lluch, G. y Zayas, F. (2015). Leer en el centro escolar. El plan de lectura. Barcelona: Octaedro.
- Lluch, G. & Sánchez García, S. (2017). La promoción de la lectura: Un análisis crítico de los artículos de investigación. Revista Española de Documentación Científica 40 (4).
- Lomas, C; Mata, J. (2007): "La construcción del hábito de leer" Textos de Didáctica de la Lengua y la Literatura 44: 9-18.
- Manresa, M. (2013). L'univers lector adolescent: Dels hàbits de lectura a la intervenció educativa. Barcelona: Rosa Sensat
- Manresa, M.; Margallo, A.M. (2016). Prácticas de lectura en red: exploración de blogs literarios adolescentes. Catalejos. Revista sobre lectura, formación de lectores y literatura para niños 2 (3), 51-69. [on line]
- Manresa, M.; Real, N. (eds.) (2015). Digital Literature for Children: Textos, Readers and Educational Practices. Bruxelles: Peter Lang.
- Marchesi, Á.; Miret, I. (dir) (2005). Las bibliotecas escolares en España. Madrid: Fundación Germán Sánchez Ruipérez/ IDEA. [on line]
- Margallo, A. M. (2008). "Entre llegir com a nois i noies i llegir com a adults: el paper dels best-sellers". A Colomer, T. (coord). Lectures adolescents (pp. 219-236). Barcelona: Graó.

Margallo, A.M. (2012). Claves para formar lectores adolescentes con talento. Ministerio de Educación Cultura y Deporte. Leer.es. [on line]

Marzal, M. & Parra Valero, P. (2009). La cooperación de la biblioteca escolar y la pública: alfabetización en información, "biblioteca integrada" y el mundo virtual. *Revista General de Información y Documentación* 19, 212-241.

Miret, I.; Baró, M.; Mañá, T.; Vellosillo, I. y Montero, I. (2010). Bibliotecas escolares «entre comillas». Madrid: Fundación Germán Sánchez Ruipérez. [on line]

Miret, I.; Baró, M.; Mañá, T. y Vellosillo, I. (2011). Bibliotecas escolares ¿entre interrogantes? Madrid: Fundación Germán Sánchez Ruipérez. [on line]

Munita, F. (2016). Prácticas didácticas, creencias y hábitos lectores del profesor en una escuela exitosa en la promoción lectora. *Ocnos* 15 (2), 77-97.

Observatorio de lectura (Ministerio de Educación, Cultura y Deporte):
<http://www.mecd.gob.es/cultura/areas/libro/mc/observatoriolect/estudios-e-informes.html>

Observatori de Biblioteques, Llibres i Lectura (UB): anuari 2016:
<http://www.raco.cat/index.php/AnuariObservatori>

Petit, M. (1999). Nuevos acercamientos a los jóvenes y la lectura. México: Fondo de Cultura Económica.

Petit, M. (2009). El arte de la lectura en tiempos de crisis. México DF, Océano Travesía.

Portell, Joan (2017). Llegim? Com fer lectors entusiastes. Barcelona: Publicacions de l'Abadia de Montserrat.

Ramírez Leyva, E. (2016) De la promoción de la lectura por placer a la formación integral de lectores. *Investigación Bibliotecológica* 30 (69), 93-116.

Reyes, L. (2015). Lectura, educació literària i pla de lectura i escriptura en infantil i primària. *Articles de didàctica de la llengua i la literatura*, 65: 47-56. [Spanish version in *Textos de didàctica de la llengua y la literatura* 68, 47-56]

Reyes, L. (2011). Fer lectors en un context advers. *Articles de didàctica de la llengua i la literatura* 53, 58-67.

Reyes, L. (2013). Lecturas escolares: el préstamo semanal de libros: una oportunidad para la formación literaria y la implicación de la familia. *Cuadernos de Literatura Infantil y Juvenil (CLIJ)* 255, 48-54.

Robledo, B. H. (2010). El arte de la mediación. Espacios y estrategias para la promoción de la lectura. Bogotá, Norma.

Sapiro, G. (2016). La sociología de la literatura. México: FCE.

Serna, M., Rodríguez, A., y Etxaniz, X. (2017). Biblioteca escolar y hábitos lectores en los escolares de Educación Primaria. *Ocnos* 16 (1), 18-49.

Soares Neves, J; Joao Lima, M. & Borges, V. (2008). Práticas de promoção da leitura nos países da OCDE. Lisboa: Gepe [on line]

Van Vliet, M. (2012). Promoción de la lectura en el marco educativo. *Ocnos* 8, 67-74.