

Social Habits and Promotion of Reading

Code: 42958
ECTS Credits: 6

Degree	Type	Year	Semester
4313816 School Librarianship and the Promotion of Reading	OB	0	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Teachers

Mireia Manresa Potrony

Use of Languages

Principal working language: catalan (cat)

External teachers

Júlia Baena (julietabaena@gmail.com)

Prerequisites

None.

Objectives and Contextualisation

This module revolves around the analysis of reading habits in various contexts. It examines the factors that contribute to the formation of reading habits from a theoretical (through readings) and a practical (through case studies) perspective. Finally, it observes the role played by school and libraries in the promotion of reading habits and in the current policies on this same issue.

Competences

- Contextualise professional activity in the reading habits of today's society and in the processes of school-based learning.
- Continue the learning process, to a large extent autonomously.
- Design, plan and evaluate library, school and community reading projects that are appropriate to their context.
- Develop cooperation strategies for working in teams.
- Develop professional values that include ethical work practices.
- Develop strategies for innovation, creativity and entrepreneurship in the context of school libraries and reading promotion.
- Link up and promote reading and cultural activities, both internal and external, using the appropriate tools.
- Master the use of ICT and apply it to management and promotion processes in a library 2.0. context.

- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Analyse the context and the aims of interventions in relation to sociological and ethnographic theory frameworks for reading.
2. Continue the learning process, to a large extent autonomously.
3. Develop communication and inter-personal skills needed to manage projects involving the different members of the educational community.
4. Develop cooperation strategies for working in teams.
5. Exploit the different ways in which ICT can help to promote reading.
6. Implement reading promotion strategies using digital and non-digital tools.
7. Implement strategies to promote good reading habits, taking the different influencing factors into account.
8. Make innovative and creative proposals to promote reading.
9. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

The subject have two parts:

- a) reading habits
- b) readaing promotion

The contents are this ones:

- Sociological and ethnographic studies on reading habits: impact, results and implications.
- Factors and contexts likely to promote reading habits: families, society and schools. The development of one's reading identity in communities of literacy practice.
- The construction of reading habits at schools: reader profiles and teacher's modes of intervention.
- The role of libraries in the promotion of reading habits: impact of the collections presented and of the range of services offered.
- Policies for the promotion of reading habits: institutional reading plans, resources and support initiatives.
- Actions to promote reading habits in the libraries: formats and target audience.
- The impact of ICT in the forms of accessing written works and developing reading practices.

Methodology

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

The course combines theory and practice. Teacher-centred lessons and on-line tutorials will provide the background necessary to engage participants in the following activities:

- Analysis of print and digital materials.
- Elaboration and public presentation of the course assignments.
- Resolution of cases, exercises or problems related to the course contents using ICT tools.
- Participation in virtual forums to debate the contents of the course compulsory readings.

Activities

Title	Hours	ECTS	Outcomes
Type: Directed			
Activities aimed at analysing, selecting and assessing classroom materials.	18	0.72	
Type: Supervised			
Participation in online debate forums and elaboration of course assignments.	82	3.28	
Type: Autonomous			
Reading the articles and materials related to the contents covered in the course.	50	2	

Assessment

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

In order to pass this course, participants should obtain a pass mark in 80% of the Course Assignments. Participants will not be assessed if they fail to submit a minimum of 80% of the Course Assignments.

All the Course Assignments will be assessed and participants will receive feedback from the teacher. Participation in the virtual forums is also compulsory. Assignments should reflect participants understood the contents of the course compulsory readings.

Activities counting 30% will be delivered once the module is completed. The rest, during its development.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities aimed at analysing proposals to promote reading habits at schools, in libraries and in digital milieus.	10%	0	0	1
Attendance and active participation in the face-to-face and virtual classrooms.	20%	0	0	4, 3, 2, 9
Case studies aimed at diagnosing reading habits of a target group of readers and at proposing strategies to cater for the needs of that particular group.	10%	0	0	1, 4, 8, 7
Design of a strategy (based on the use of ICT tools) for promoting reading habits in a specific context.	30%	0	0	8, 6, 5
Elaborating an article on reading habits following the publication requirements set by a key digital platform in this area.	30%	0	0	1, 3, 8, 6, 7, 5

Bibliography

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Others

Studies on reading habits available on line in the web by Observatori de Biblioteques, Llibres i Lectura de la UB: <http://www.ub.edu/obll/>