

Instruments for Access and Cultural Diffusion

Code: 42963
ECTS Credits: 6

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

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

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 in lectures, readings and assessment activities

Teachers

Cristina Aliagas Marín

Cristina Correro Iglesias

Prerequisites

None.

Objectives and Contextualisation

This module relates the pedagogical objectives of school libraries and the activities to enhance reading with the social forms of accessing culture. It particularly aims at training participants to become cultural mediators by encouraging them to take place in cultural activities (reading clubs, cinema forums, artistic exhibitions, theatre plays, concerts, literary routes, etc.). The course also presents strategies to design and disseminate, digitally or in print, the activities carried out in the school libraries or promoted through the community reading plans.

Competences

- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- 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.
- 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.

- Master the use of ICT and apply it to management and promotion processes in a library 2.0. context.

Learning Outcomes

1. Adopt and teach ethical behaviours in accessing cultural products, especially in digital format.
2. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
3. Develop communication skills involving linguistic, artistic and multi-modal resources.
4. Develop cooperation strategies for working in teams.
5. Identify and plan ways to link outside cultural activities to the school library or to reading promotion projects.
6. Implement strategies to promote reading using digital and non-digital tools.
7. Know the potential of ICT and make full use of it in activities.
8. Make innovative and creative proposals to promote the library's cultural activities in the exterior.
9. Recognise the diversity of artistic, cultural and scientific formats and take part in the social activities they generate.
10. Use ICT promote reading activities.
11. Use ICT to access culture and to link up groups and institutions.

Content

1. Participation in social and cultural activities thanks to the community reading plans or the activities carried out in the school libraries. Literature and music. Literature and cinema. Theatre: texts and representations. Artistic and literary exhibitions. Literature and territory: literary routes. Current news and key past events.
2. Oral narratives and other linguistic, plastic and multimodal communicative resources. Programming activities.
3. Strategies to disseminate reading activities: print and digital instruments. School library blogs.

These contents are treated by taking into account the gender perspective.

Methodology

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:

- Attend and participate actively in cultural events in and outside the classroom.
- Analyse critically one's participation in those cultural events.
- Elaborate and present to the group creative activities and proposals to disseminate cultural activities using ICT tools.

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

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face lectures	18	0.72	1, 7, 4, 3, 8, 5, 6, 9, 11, 10
Type: Supervised			

Tasks and course readings	82	3.28	1, 7, 4, 3, 8, 5, 6, 2, 9, 11, 10
Type: Autonomous			
Individual assignment.	50	2	1, 7, 4, 3, 8, 5, 6, 2, 9, 11, 10

Assessment

Attendance is compulsory. 80% of attendance is required to pass this course.

If the attendance criterion is met, participants should obtain a minimum score in 5 out of 10 in all the assignments to have a pass mark in this course. The final mark is the result of adding the scores obtained in all the assignments. The assessment criteria will be presented together with the guidelines given to elaborate each assignment.

Oral comments in the classroom and written interventions in virtual forums will be carried out during the complete development of the module, and the programming work will be delivered at the end of classes, the following week.

In case of a fail, recovery would take place in June by means of another programming work and a personal interview aimed at evaluating the knowledge and skills acquired.

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Programming work of a school library activity that relates reading with some cultural manifestation	45%	0	0	1, 7, 4, 3, 8, 5, 6, 2, 9, 11, 10
Attendance and active participation in class	30%	0	0	4, 8, 5, 2, 9
Oral discussion, in the classroom, of theoretical readings and cultural products	15%	0	0	1, 5, 2, 9
Written interventions, in virtual forums, about literary works	10%	0	0	1, 3, 5, 2, 9

Bibliography

REFERENCES

BIBLIOGRAPHY

Allis, M. (2012). *British Music and Literary Context: Artistic Connections in the Long Nineteenth Century*. Woodbridge, UK: The Boydell Press

Alvermann, D. (ed.) (2002). *Adolescents and Literacies in a Digital World*. New York: Peter Lang

Arizpe, E.; Cliff-Hodges, G. (eds.). *Young People Reading. Empirical Research Across International Contexts*. Abingdon, Oxon; New York: Routledge

Balló, J.; Pérez, X. (1995). *La llavor immortal*. Barcelona: Empúries

- Barricelli, J.-P.; Gibaldi, J. (eds.) (1982). *Interrelations of Literature*. New York: Modern Language Association of America
- Bataller Català, A. (2020). Llegenda i paisatge com a elements de mediació literària Encantades i pedagogia de l'imaginari. *Cultura, Lenguaje y Representación*, Vol. XXIII, 7-23
- Bonilla, E.; Goldin, D. & Salaberria, R. (coords.) (2008). *Bibliotecas y escuelas. Retos y posibilidades en la sociedad del conocimiento*. México DF: Océano
- Bluestone, G. (1957). *Novels into Film: The Metamorphosis of Fiction into Cinema*
- Borràs, L. (2011). *Per què llegir els clàssics avui?* Badalona: Ara Llibres
- Calvino, I. (1993). *Por qué leer los clásicos*. Barcelona: Tusquets
- Calvino, I.; Creagh, P. (transl.) (1986). Why Read the Classics?, *The New York Review of Books*, 33 (15 (October 9). Web (15th May 2019) (<https://whumspring2010.files.wordpress.com/2010/03/calvino.pdf>).
- Carreño, Ò. (2015). *El eco de las lecturas*. Santiago de Chile: Dirección de Bibliotecas, Archivos y Museos
- Cartmell, D. (ed.) (2012). *A Companion to Literature, Film, and Adaptation* (Wiley-Blackwell, 2012)
- Cartmell, D.; Whelehan, I. (eds.) (2007). *The Cambridge Companion to Literature on Screen*. Cambridge University Press
- Centelles, J. (2005). *La biblioteca, el cor de l'escola*. En línia: <http://www.xtec.cat/sgfp/licencias/200304/memories/823m.pdf>
- Chance, R. Lesesne, T. (2012). Rethinking Reading Promotion: Old School Meets Technology, *Teacher Librarian*, 39:5 (June), pp. 26-28. Web (14th May 2019) (<https://search.proquest.com/docview/1024434634/fulltextPDF/1FA89FBDF0B44D07PQ/1?accountid=15292>)
- 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
- Clark, C.; Rumbold, K. (2006). Reading for pleasure: A research overview. National Literacy Trust
- Clark, C.; Hawkins, M. (2009) Public Libraries and Literacy. National Literacy Trust
- Clark, C. (2010). Linking School Libraries and Literacy. National Literacy Trust
- Clark, C. (2012). Children's Reading Today. National Literacy Trust
- Clark, C.; Teravainen, A. (2017). Book ownership and reading Outcomes. National Literacy Trust
- Corrigan, T. (ed.) (2011). *Film and Literature: An Introduction and Reader*, 2nd Ed. London: Routledge
- Craggs S. R. (1998). *Soundtracks: an international dictionary of composers for film*. Aldershot, Hants, England: Ashgate
- Cueto. R. (1996). *Cien bandas sonoras en la historia del cine*. Madrid: Nuer
- Dayan, P. (2006). *Music Writing Literature, from Sand via Debussy to Derrida*. Aldershot, UK: Ashgate
- DDAA (2005). "Cine y literatura", *Textos de Didáctica de la Lengua y de la Literatura* 40, 9-80
- DDAA (2017). Reading Music through Literature, *Journal of Musicological Research*, 36. Web (15th May 2019) (<https://www.tandfonline.com/toc/gmur20/36/1>)

Elliott, J. (2007). Academic Libraries and Extracurricular Reading Promotion. *Reference & User Services Quarterly*, Vol. 46, No. 3 (Spring), pp. 34-43

Even-Zohar, I. (1990). *Polysystem Studies*. Web (14th May 2019) (https://m.tau.ac.il/~itamarez/works/books/Even-Zohar_1990--Polysystem%20studies.pdf)

Fontich, X. (2013). "Cine y literatura en secundaria para trabajar la interpretación literaria conjuntamente", *Textos de Didáctica de la Lengua y de la Literatura* 37, 121-131

Frodeman, R.; Thompson Klein, J.; Mitcham, C. (eds.) (2010). *The Oxford Handbook of Interdisciplinarity*. Oxford: Oxford University Press

Hall, C.; Coles, M. (1999). *Children's reading choices*. London: Routledge.

[Horellou-Lafarge](#), C.; Segré, M. (2016). *Sociologie de la lecture*. [La Découverte](#)

ICESEM (2017). *Proceedings of the 2017 International Conference on Education Science and Economic Management*. Web (14th May 2019) (<https://www.atlantis-press.com/proceedings/icesem-17/25884809>)

Kirchberg, V.; Tröndle, M. (2012) Experiencing Exhibitions: A Review of Studies on Visitor Experiences in Museums, *Curator. The Museum Journal*, 55 (4): 435-452

Kramer, L. (1984). *Music and Poetry: The Nineteenth Century and After*. Berkeley: University of California Press

Kramer, L. (2010). *Interpreting Music*. University of California Press

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)

Marill, A. H. (1998). *Keeping score: film and television music, 1988-1997*. Lanham, Md.: Scarecrow Press

Mason, R. (2006). "Cultural Theory and Museum Studies". In: Macdonald, S. (ed.). *A Companion to Museum Studies*, pp. 17-32. Wiley-Blackwell. Web (15th May 2019) (<https://books.google.es/books?hl=ca&lr=&id=oQ8c6kRgH1IC&oi=fnd&pg=PA17&dq=exhibitions+and+literature+>)

McGee, M.; Jefferson, N. C. (2001). *Encyclopedia of motion picture sound*. London: McFarland

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

Negus, K. (2012). "Narrative, Interpretation, and the Popular Song" *The Musical Quarterly* 95/2-3 (Summer-Fall), 368-95

Pagès, V. (1998). *Un tramvia anomenat text*. Barcelona: Empúries

Pennac, D. (2008). *Com una novel·la*. Barcelona: Empúries / Pennac, D. (1994). *Reads like a Novel*. Quartet Books

Proust, M. (1996). *Sobre la lectura*. Barcelona: Quaderns Crema / Proust, M.; Ruskin, J. (2011) *On Reading*. Hesperus Press LTD

Reverdy, C. (2016). La lecture, entre famille et école: comment se développe le goût de lire. Lyon: Institut Français de l'Éducation. Web (14th May 2019) (https://f-origin.hypotheses.org/wp-content/blogs.dir/464/files/2016/04/CC-Lecture_2016_Reverdy_Famille-et-e%C)

- Sangkaeo, S. (1999). Reading Habit Promotion in ASEAN Libraries. In: *IFLA Council and General Conference. Conference Programme and Proceedings* (65th, Bangkok, Thailand, August 20-28, 1999). Web (14th May 2019) (<https://files.eric.ed.gov/fulltext/ED441496.pdf>)
- Smith, H. (2016). *The Contemporary Literature-Music Relationship: Intermedia, Voice, Technology, Cross-Cultural Exchange*. New York: Routledge
- Stam, R.; Raengo, A. (eds.) (2004). *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Wiley-Blackwell
- Teixidor, E. (2007). *La lectura i la vida*. Barcelona: Columna
- Todorov, T. (2007). *La literatura en perill*. Barcelona: Galàxia Gutemberg / *La littérature en péril*. Flammarion
- Weaver, A. H. (2014). Towards a Narratological Analysis of the Romantic Lied: Events, Voice, and Focalization in Nineteenth-Century German Poetry and Music, *Music & Letters* 95/3 (August), 374-403
- Wolf, W. (1999). *The Musicalization of Fiction: A Study in the Theory and History of Intermediality*. Amsterdam: Rodopi
- Xiaoli An, Y. D. (2017). Discussion on Classic Reading Promotion in the University Library in the Internet Plus Era. Web (14th May 2019) (<https://doi.org/10.2991/icesem-17.2017.72>)
- Zakir, H. (2016). Towards a lifelong learning society through reading promotion: Opportunities and challenges for libraries and community learning centres in Viet Nam, *International Review of Education*, 62 (2) (April): 205-219. Web (14th May 2019) (<https://link.springer.com/article/10.1007/s11159-016-9552-y>)

LINKS

- <http://www.epdip.com/> <http://letra.uoc.edu/ca/tema/cinema-i-literatura-catalana>
- <http://www.espaisescrits.cat/home.php?op=43&module=rutes>
<http://www.agendacentrosobrasociallacaixa.es/ca> <http://www.mapaliterari.cat/ca/>
- <http://www.contacontes.cat> <http://www.espectaclesinfantils.cat/conatcontes.asp> <http://tantagora.net>
<http://cosdelletra.blogspot.com.es/> <http://jaumecentelles.cat> <http://www.traces.uab.es/tracesbd>
<http://www.butxaca.com>
- <http://www20.gencat.cat/portal/site/CulturaDepartament/menuitem.a698cbe5a26e56a65a2a63a7b0c0e1a0/?vgn>
- <http://casalector.fundacionsr.com/>
- <http://www.filmoteca.cat/web/>
- <http://www.museudelcinema.cat/cat/index.php>
- <http://recursos.cnice.mec.es/media/cine/bloque1/>
- www.mundobso.com
- <http://www.xtec.cat/~xripoll/cine0.htm>
- <http://www.tnc.cat>
- <http://www.teatrevictoria.com/ca/espectacles-amb-classe/>
- <http://www.viuelteatre.com/>
- <http://www.teatrelliure.com/>

<http://www.jtregina.com/>

<http://www.jovespectacle.cat/>

More specific bibliography and links will be provided out of the particular selection of theoretical and literary texts, visits and shows of the course.