UAB
Universitat Autònoma de Barcelona

2021/2022

Work Experience

Code: 42959
ECTS Credits: 9

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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Email: unassigned

External teachers

Maite Comalat

Mònica Baró

Use of Languages

Principal working language: catalan (cat)

Prerequisites

None

Objectives and Contextualisation

The module aims to train students in the management and organization techniques of school libraries, from knowledge of the theoretical corpus and environment analysis.

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.
- Develop communication and inter-personal skills needed to manage projects involving the different members of the educational community.
- Develop cooperation strategies for working in teams.
- 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.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Master the use of ICT and apply it to management and promotion processes in a library 2.0. context.

Learning Outcomes

1. Analyse and assess the efficacy of ICT resources applied to the management and promotion of the practice environment.
2. Apply and assess plans, projects and actions to promote reading in different contexts
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Develop cooperation strategies for working in teams.
5. Identify examples of good practice that can be transferred to the workplace and help to implement them.
6. Identify reading and informational needs in schools and other environments.
7. Incorporate ICT for learning, communicating and sharing in education.
8. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
9. Manage the resources and services of a school library
10. Use the network to share educational, communicative and bibliographic strategies.

Content

The internship consists of a stay of 100 hours in a school library in a school or a children's section of a public library, working under the guidance of a tutor. Parallel to stay, the student must attend meetings and seminars for sharing work experience and reflect on different aspects of unit management: identification, context analysis, organization within the center, fitness space and collection, remote services and virtual services for different types of users, activities to promote reading, information and library, planning and evaluation methods. Forums and other activities will be activated on the virtual campus so that students can share their experience.

Methodology

The training will take place with the following dynamics:
• Stay and work at the center
• Individual tutorials
• Group seminars
• Oral presentations and cases discussion.

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

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed Seminars	125	5	1, 4, 10, 5, 7, 8, 3
Type: Autonomous			
Stay in the center	100	4	1, 2, 4, 10, 9, 5, 6, 7, 8, 3

Assessment

The assessment will be done through the indicated activities.

The final grade is obtained from the weighted average of the activadades provided. To apply this assessment

will be necessary to obtain at least a 4 on all activities made during the development of the module and the final work.

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Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Stage	35%	0	0	1, 2, 4, 10, 9, 5, 6, 7
Trabajo de pràcticas	55%	0	0	1, 2, 4, 10, 9, 5, 6, 7, 8, 3
Tutorias	10%	0	0	1, 2, 4, 10, 5, 6, 7, 8, 3

Bibliography

- *La biblioteca-mediateca: infantil i primària: proposta de treball.* (2007). Barcelona: Associació de Mestres Rosa Sensat. 214 p. (Dossiers Rosa Sensat; 63). ISBN 978-84-95988-77-5.
- *La biblioteca-mediateca: secundària: proposta de treball.* (2007). Barcelona: Associació de Mestres Rosa Sensat. 160 p. (Dossiers Rosa Sensat; 64). ISBN 978-84-95988-78-2.
- *Bibliotecas escolares en España. Dinámicas 2005/2011. (2013).* Ministerio de Educación; Fundación Germán Sánchez Ruipérez. 291 p. ISBN: 978-84-369-5464-7.
- *Bibliotecas escolares "entre comillas": estudio de casos: buenas prácticas en la integración de la biblioteca en los centros educativos.* (2010). Madrid: Ministerio de Educación; Fundación Germán Sánchez Ruipérez. 163 p. ISBN 978-84-89384-79-8. https://sede.educacion.gob.es/publiventa/bibliotecas-escolares-entre-comillas-estudio-de-casos-buenas-p
- *Bibliotecas escolares ¿entre interrogantes?: herramienta de autoevaluación: preguntas e indicadores para mejorar la biblioteca.* (2011). Madrid: Ministerio de Educación: Fundación Germán Sánchez Ruipérez. 146 p. ISBN 978-84-89384842. https://sede.educacion.gob.es/publiventa/bibliotecas-escolares-entre-interrogantes-herramienta-de-autoev
- Biblioteques escolarsi serveis per a infants i joves. (2020) *Item 69*, juliol-desembre. http://www.cobdc.org/publica/item/item69.html.
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- Durban Roca, G. *La biblioteca escolar, hoy: un recurso estratégico para el centro*.(2010). Barcelona: Graó. 121 p. ISBN 978-84-7827-911-1.
- Marquardt, L., Oberg, D. (Coords.) (2011). *Global perspectives on school libraries: projects and practices.* Berlin; New York: De Gruyter Saur. 336 p. ISBN 978-3-11-023220-2.
- Nájera Trujillo, C.(2008) *...pero no imposible: bitácora de la transformación de una biblioteca escolar y su entorno*. México; Barcelona: Océano Travesía. 199 p. ISBN 978-84-494-3883-7.

Software

No specific program is used.