

Research Perspectives in Teaching of Literature

Code: 43208
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

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: Cristina Aliagas Marín
Email: Cristina.Aliagas@uab.cat

Use of Languages

Principal working language: catalan (cat)

Prerequisites

None, besides a sufficient oral and written competence in English and/or Spanish.

Objectives and Contextualisation

In this module the current state of research in literary and didactic education of literature will be presented. The contributions of literature to linguistics and literary construction of individuals, the collective imagination and cultural interaction from the literature aimed at children and adolescents are highlighted.

The module will focus on the interaction between the development of the student's literary competence and the teacher intervention in different types of educational situations, from creating reading habits to learning the conventions and cultural interpretation. Also it displays an overview of the different fields and research perspectives in relation to literary education from concrete examples.

Competences

- Analyse data according to its nature and present results in accordance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Recognise the knowledge contributed by research in language and literature education as an essential tool for a fairer society which is more respectful of equality and opportunities.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.

Learning Outcomes

1. Analyse theoretical reference frameworks to establish which ones orientate research.
2. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
3. Continue the learning process, to a large extent autonomously.
4. Defend the research carried out orally, using the appropriate technology.
5. Design strategies for collecting information.
6. Find and analyse theoretical references in which the contributions of literature to the linguistic and cultural construction of the individual, worldview and cultural interrelationships plays a major role.
7. Identify problems related to literary education and evaluate the methodological approaches that allow for their solution.
8. Identify theoretical references and evaluate their appropriateness for problems related to literary education.
9. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
10. Judge the importance and theoretical and social pertinence of a research problem related to literary education.
11. Prepare the research report according to the structure of formal protocols.
12. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
13. Relate results in accordance with their origin (sources and instruments).
14. Relate the contributions of research in literary education with the construction of a society that is more concerned with the values associated with cultural plurality and identities.
15. Understand and analyse the contributions of research linking children's and young people's literature with other artistic, ideological and fiction systems.
16. Understand the current state of research in teaching of literature and in the organisation of teaching of literature.
17. Understand the main aspects of contexts specific to literary education and analyse them as objects of research.
18. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
19. Use research methods, strategies and techniques and design research pertinent to research problems in children's and young people's literature in context.

Content

1. The children's literature and its relationship with artistic, ideological and fictional systems: forms of oral communication, writing and multimodality.
2. The reception of works and learning cultural understanding and interpretation.
3. The organization of literary education: policy areas, types of corpus and types of activities.
4. Research in literary education: perspectives and models; fields, topics and methodologies.

Methodology

The training activity will be developed from the following dynamics:

- Master classes and expository lectures by the teacher
- Reading of articles and documentary sources
- Analysis and collective discussion of theoretical and literary readings
- Classroom practices: problem solving cases and exercises.
- Oral presentation of works and activities

- Tutorials.

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			
Participation in class and comment of the papers presented by classmates	36	1.44	17, 15, 16
Type: Supervised			
Follow-up of the work-making process	36	1.44	1, 6, 17, 15, 16, 4, 5, 12, 7, 18, 10, 14, 13, 19
Type: Autonomous			
Final work presented orally and in writing	78	3.12	6, 8, 18, 14

Assessment

The module evaluation will be done by the indicated activities. The final grade will be the average of the planned activities. In order to apply this criterion, it is mandatory to obtain a minimum of 4 in all the activities carried out during the module and in the final report / work.

Attendance to class is mandatory. A minimum of 80% attendance to the classes is mandatory to obtain a final evaluation.

An individual procedure for reviewing the works and the activities will be carried out.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance to class and participation	20%	0	0	17, 15, 16
Memory / individual work on the module	50%	0	0	1, 6, 17, 15, 16, 4, 5, 12, 11, 7, 8, 18, 10, 9, 2, 3, 14, 13, 19
Written and/or oral delivery of the analysis of articles and literary texts (activities and readings throughout the course)	30%	0	0	1, 6, 17, 15, 16, 4, 5, 12, 11, 7, 8, 18, 10, 9, 2, 3, 14, 13, 19

Bibliography

- ARIZPE, E.; STYLE, M. (2005): *Lectura de imágenes. Los niños interpretan textos visuales*. México: Fondo de Cultura Económica.
- A MANO CULTURAL (coord.) (2011): *150 libros infantiles para leer y releer*. Madrid: Club Kirico.
- BARO, M.; MAÑA, T.; VELOSILLO, I. (2001): *Bibliotecas escolares ¿para qué?* Madrid: Anaya.
- BAUDELOT, CH.; CARTIER, M.; DETREZ, Ch. (1999): *Et pourtant ils lisent...* Paris: Seuil.
- BRUNER, J. (1986): *Actual Minds, Possible Words*. Cambridge: Harvard University Press [Trad. cast.: *Realidad y mundos posibles*. Madrid: Gedisa, 1988]
- CADDEN, M. (ed.) (2010): *Telling Children's Stories: Narrative Theory and Children's Literature*. Lincoln (Nebraska): University of Nebraska Press
- CALVINO, I. (1992): *¿Por qué leer a los clásicos?* Barcelona: Tusquets
- CAMPS, A. (comp.) (2003): *Seqüències didàctiques per aprendre a escriure*. Barcelona: Graó
- CARPENTER, H.; PRITCHARD, M. (1984). *The Oxford Companion to Children's Literature*. London: Oxford University Press, 1991.
- CASSANY, D. (2006): *Tras las líneas. Sobre la lectura contemporánea*. Barcelona. Anagrama.
- CASSANY, D. (2011): *En línia. Llegir i escriure a la xarxa*. Barcelona: Graó
- CHARTIER, A. M. (2004): *Ensenyar a leer y escribir*. México: FCE
- COLOMER, T. (1998): *La formació del lector literari*. Barcelona: Barcanova (trads. a altres llengües: *La formación del lector literario. Narrativa infantil y juvenil*. Madrid: Anaya, 1998. *A Formação do Leitor literario. Narrativa infantil e juvenil atual*. Sao Paulo: Global Editora. Tradução de Laura Sandroni, 2003).
- COLOMER, T. (2005): *Andar entre libros*. México: Fondo de Cultura Económica.
- COLOMER, T. (2010): *Introducción a la literatura infantil y juvenil*. Madrid: Síntesis.
- COLOMER, T. (coord.) (2008): *Lectures adolescents*. Barcelona: Graó
- COLOMER, T.; FITTIPALDI, M. (coords.) (2012): *La literatura que acoge: Inmigración y lectura de álbumes*. Barcelona: Banco del Libro - GRETEL-FSM. *Parapara Clave*
- COLOMER, T. (dir) (2002): *Siete llaves para valorar las historias infantiles*. Madrid: Fundación Germán Sánchez Ruipérez.
- COLOMER, T. (ed.) (2002): *La literatura infantil i juvenil catalana: un segle de canvis*. Bellaterra: ICE - UAB.
- COLOMER, T.; KÜMMERLING-MEIBAUER, B.; SILVA-DÍAZ, C. (eds.) (2010): *Cruce de miradas: Nuevas aproximaciones al libro-álbum*. Barcelona: Banco del Libro - GRETEL. *Parapara Clave*
- DURAN, T.; ROS, R. (1995): *Primeres literatures. Llegir abans de saber llegir*. Barcelona: Pirene (adapt. castellana: DURAN, T.; LÓPEZ, R. *Leer antes de leer*. Madrid: Anaya, 2002).
- EQUIPO PEONZA (2004): *Cien libros para un siglo*. Anaya. Madrid.
- ERSTAD, Ola, FLEWIT, Rosie, KÖMERLING-MELBAUER, PEREIRA, Iris Pereira (eds) (2020), *The Routledge Handbook of Digital Literacies in Early Childhood*. Routledge, p. 109-129.
- Goldin, D; Kriscutsky, M.; PERELMAN, f. (2012): *Las TIC en la escuela, nuevas herramientas para viejos y nuevos problemas*. México DF: Océano Travesía
- HUNT, P. (ed.) (1992): *Literature for Children*. London - New York: Routledge & Kegan Paul.
- LERNER, D. (2001): *Leer y escribir en la escuela: lo real, lo posible y lo necesario*. México: FCE

- LLUCH, G. (2003): *Anàlisi de narratives infantils y juvenils*. Cuenca: Publicaciones de la UCLM-CEPLI
- LLUCH, G. (ed.) (2000): *De la narrativa oral a la literatura per a infants. Invenció d'una tradició literària*. Alzira: Bromera.
- LÓPEZ TAMÉS, R. (1990): *Introducción a la literatura infantil*. Murcia: Publicaciones de la Universidad.
- LURIE, A. (1998): *No se lo cuenten a los mayores. Literatura infantil, espacio subversivo*. Madrid: Fundación Germán Sánchez Ruipérez.
- LURIE, A. (2004): *Niños y niñas eternamente. Los clásicos infantiles desde Cenicienta hasta Harry Potter*. Madrid: FGSR.
- MACHADO, A.M. (2002): *Como e por que ler os clássicos universais desde cedo*. Rio de Janeiro: Objetiva.
- MANESSE, D.; GRELLET, I. (1994): *La littérature du collège*. Paris: Nathan INRP
- MEEK, M. (2004): *En torno a la cultura escrita*. México: FCE
- MILLÁN, J. A. (coord.) (2002): *La lectura en España. Informe 2002*. Madrid: Federación de Gremios de Editores de España
- MORENO, V. (1998): *Va de poesia*. Pamplona: Pamiela
- MORENO, V. (2004): *Lectores competentes*. Madrid: Anaya
- PAGÈS, V. (2006): *De Robinson Crusoe a Peter Pan. Un cànon de literatura juvenil*. Barcelona: Proa.
- PALADINES-PAREDES, L.; ALIAGAS, C. (2021). Videoreseñas de Booktubers como espacios de mediación literaria. *Ocnos*, 20 (1), 38-49.
- PATTE, G. (1978): *Laissez-les lire! Les enfants et les bibliothèques*. Paris: Les Editions ouvrières (trad. cast. *Dejadles leer. Los niños y las bibliotecas*. Barcelona: Pirene, 1988).
- PELEGRIN, A. (2004): *La aventura de oír: cuentos tradicionales y literatura infantil*. Madrid: Anaya.
- PETIT, M. (1999): *Nuevos acercamientos a los jóvenes y la lectura*. México: FCE
- REAL, N.; ALIAGAS, C. (2019). ¿Cómo da sentido el lector infantil a la multimodalidad de la literatura infantil? Un estudio con alumnos de 6º de primaria. En Tomás Sola, Marina García; Arturo Fuentes, Antonio-Manuel Rodríguez, Jesús López (Eds.), *Innovación Educativa en la Sociedad Digital*. Dykinson: Granada, 1688-1706.
- RODRÍGUEZ ALMODÓVAR, A. *El texto infinito. Ensayos sobre el cuento popular*. Madrid: Fundación Germán Sánchez Ruipérez, 2004.
- ROUXEL, A. (1996): *Enseigner la lecture littéraire*. Rennes: Presses Universitaires de Rennes "Didact. Français"
- SÁNCHEZ MIGUEL, E. (2008): *La lectura en el aula: qué se hace, qué se debe hacer y qué se puede hacer*. Barcelona: Graó
- SARLAND, CH. (2003): *La lectura en los jóvenes: cultura y respuesta*. México: FCE
- SHAVIT, Z. (1986): *Poetics of Children's Literature*. Athens-London: The University of Georgia Press.
- TEJERINA, I. (1994): *Dramatización y teatro infantil. Dimensiones psicopedagógicas y expresivas*. Madrid: Siglo XXI.
- TUCKER, N. (1981): *The Child and the Book: a psychological and literary exploration*. Cambridge: University Press (trad. cast. *El niño y el libro*. México: Fondo de Cultura Económica, 1985).
- URÍA RÍOS, P. (2004): *En tiempos de Antoñita la Fantástica*. Madrid: Foca.
- WALL, B. (1991): *The Narrator's Voice. The Dilemma of Children's Fiction*. London: Macmillan.

ZOUGHEBI, H. (2002): *La littérature dès l'alphabet*. Paris: Gallimard.

VVAA (1999): *Cultura escrita y educación. Conversaciones con Emilia Ferreiro*. México: FCE.

VVAA(2000): *El libro-álbum: invención y evolución de un género para niños*. Venezuela: Banco del Libro. Parapara-Clave.

VVAA(2001): *Boletín de la Institución Libre de Enseñanza*, n. 42-43 (Mayo). Monográfico "Literatura infantil y juvenil".

VVAA(2001): *Entre libros y lectores I: el texto literario*. Buenos Aires [s.l.].

VVAA(2002): *Un encuentro con la crítica y los libros para niños*. Venezuela: Banco del Libro. Parapara-Clave.

VVAA(2003): *La comunicación literaria en las primeras edades*. Madrid: MEC.

VVAA(): *La educación lectora*. Fundación Germán Sánchez Ruipérez, *Papeles*, n. 1.

Enllaços d'interès

www.literatura.gretel.cat/

www.xtec.cat

www.plec.es

www.fundaciongsr.es

www.clubkirico.com

www.cclij.org

www.ibby.org

<http://www.canallector.com>

Software

Any