

School Libraries

Code: 42953
ECTS Credits: 9

Degree	Type	Year	Semester
4313816 School Library and Reading Promotion	OB	0	1

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Use of Languages

Principal working language: catalan (cat)

Prerequisites

No prerequisites

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

- Design, plan and evaluate library, school and community reading projects that are appropriate to their context.
- 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 cooperation strategies for working in teams.
- Develop strategies for innovation, creativity and entrepreneurship in the context of school libraries and reading promotion.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Manage the collection, resources and services of the library.
- Master the systems used in the library for information processing and organising printed and digital resources.
- Master the use of ICT and apply it to management and promotion processes in a library 2.0. context.

Learning Outcomes

1. Apply specific selection criteria for ICT-based resources.
2. Design and operate library services, and set up procedures to evaluate these.
3. Design specific programmes to guarantee competence in information use (information literacy) on the part of pupils, organised by learning level.
4. Develop cooperation strategies for working in teams.
5. Identify tendencies in school library management and encourage good practice.
6. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
7. Know the publishing market and identify the information resources needed to choose documents.
8. Maintain a collection policy, establishing obsolescence criteria for the library's stocks.
9. Manage the library's budget and human resources.
10. Organise library spaces according to their uses and the needs of users.
11. Process and organise the library's documents .
12. Suggest possible interventions within the improvement processes of the school library.
13. Use the appropriate ICT tools to promote the library and communicate with users.
14. Use the network to share educational, communicative and bibliographic strategies.

Content

1 School Libraries.

1.1 Concept of school library and CRA.

1.2 Functions and objectives of the library.

1.3 Library and Curriculum.

1.4 Legislation, regulations and guidelines for school libraries.

1.5 Network concept and support services. school library and public library.

1.6 Current situation in Catalonia and Spain. Prospective and future of the school library.

1.7 School libraries information resources: sources of information and reference institutions.

2 Management, planning and evaluation of the library.

2.1 The users of the school library: needs analysis.

2.2 The library project as a management tool.

2.3 Financial resources: the budget.

2.4 Human resources: the school librarian profile and the library team.

2.5 Material resources: spaces and infrastructure Organization.

3.62 Collection organization and installation.

3 Collection management.

3.1 The library collection. collection policy. The digital library.

3.3 Evaluation of children's and youth fiction books.

3.4 Evaluation of information printed works.

3.5 Evaluation of electronic resources. Accessibility.

4 The services organisation and management.

4.1 Services for students and professors

4.2 On-site and virtual services

4.3 Organization and dissemination of services

5 Library and curricula

5.1. Library and Lecture Plan

5.2 The skills in the use of library and information: location, selection, appraisal and critical and ethical use of sources and information resources.

5.3 The training program of the school library

5.4 Promotion of reading and school library

6 Evaluation in the library

6.1 Resources and library services evaluation.

6.2 Assessment of the library project

Methodology

The training is based on:

Lectures / Lectures by the teacher

Reading articles and document collections

Analysis and discussion forums in virtual items and documentary sources

Classroom practices: problem solving / cases / exercises.

Preparation of papers on different aspects of library management

Mentoring and monitoring online activities.

Visits to libraries

Talks professionals

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 classroom workshops	27	1.08	2, 9, 10, 13
Lectures	27	1.08	7, 8, 5, 6
Visits to different school libraries and case analysis	10	0.4	2, 5, 10, 11
Type: Supervised			
Analysis of regulatory environments and ethical codes. Virtual discussion forum	24	0.96	8, 10, 6
Analysis and evaluation of data from studies on school libraries	24	0.96	5
Analysis and evaluation of the editorial and books production for children and youth	12	0.48	7
Compilation of thematic resources for school library	6	0.24	1, 7, 4
Planning activity for users training	12	0.48	3
Planning objectives and actions for a school library	36	1.44	2
Preparation of a comparative report on web services	12	0.48	5
Team work	14	0.56	2, 8, 10, 12, 13
Type: Autonomous			
Readings	21	0.84	5, 6

Assessment

The assessment will be based on:

An individual project about the role of school libraries as a learning resources center (30% of the final grade), to be handed at the end of the module.

A work of detecting the needs of different types of library users (20% of the final grade)(20% of the final grade), to be handed a week after that specific lesson.

Design an Information literacy program for School Library (20% of the final grade), to be handed at the end of the module.

Class attendance (compulsorily required to attend a minimum of 75% of the hours)

Other activities in discussion forums and on virtual campus (30% of the final grade).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A team work about school library resources center	30%	0	0	4, 14, 2, 8, 9, 5, 10, 11, 12, 6
Design a Information literacy program for School Library	20%	0	0	3, 5
Detection of needs of different types of school library	20%	0	0	4, 14, 2, 5, 6

Bibliography

Books

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https://www.dropbox.com/s/h6612a0yv0rg35h/directrius_ifla_biblio_escolar_web.pdf?dl=0>[Consulta: 10/06/2019]

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Durban Roca, G. (2010). *La biblioteca escolar, hoy: un recurso estratégico para el centro.* Barcelona: Graó.

GarcíaGuerrero, J. (dir). (2013). *Nuevas dinámicas para la biblioteca escolar en la Sociedad en red.* Sevilla: Dirección General de Innovación Educativa y Formación del Profesorado. Disponible a:
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Wolf, M.A., Jones, R., Gilbert, D. (2014). *Leading In and Beyond the Library. Alliance for Excellent Education.* <http://all4ed.org/wp-content/uploads/2014/01/BeyondTheLibrary.pdf> [Consulta: 10/06/2019]

Resources

Durban, Glòria: <http://www.bibliotecaescolar.info/>

Llista de distribució: bescolar@listserv.rediris.es

Banc de recursos. La Lectura: font de plaer i de coneixement . Disponible a:
<http://xtec.gencat.cat/ca/serveis/sez/crp/bancderecursos/>

Software
