UAB
Universitat Autònoma de Barcelona

2022/2023

Reading Plans

Code: 42955
ECTS Credits: 6

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

Contact

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Use of Languages

Principal working language: catalan (cat)

Prerequisites

None

Objectives and Contextualisation

This is a compulsory module whose main objective is to provide an insight into how to plan reading education at schools and at other social establishments.

Current research findings will be presented so as to set the ground for understanding how children learn to read (how they comprehend and interpret different types of texts), learn by reading (across the curriculum) and read for pleasure (how they acquire reading habits and how teachers can promote them).

Participants will also learn to develop strategies to diagnose how reading is planned at school and at other milieus.

Participants will also discuss what a School Reading Plan should be like if it is aimed to become a pedagogical tool to set school objectives, methodologies and strategies to promote reading education.

In addition, some reading plans from other parts of the world will be known in order to observe their own characteristics and the possible learnings that can be derived from them.

Competences

- Contextualise professional activity in the reading habits of today's society and in the processes of school-based learning.
- Design, plan and evaluate library, school and community reading projects that are appropriate to their context.
- Detect reading and information needs in school or other community contexts.
- 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.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

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Learning Outcomes

1. Analyse the context and the aims of interventions in relation to school-based learning and social uses of reading.
2. Develop cooperation strategies for working in teams.
3. Evaluate the design, planning, execution and outcomes of reading programmes on the basis of appropriateness to context.
4. Identify and interpret the data that are relevant in assessing the reading needs of the school or other community.
5. Introduce innovative and creative proposals in the design of reading programmes.
6. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
7. Use ICT as learning and communication tools for activities.

Content

- Reading in today's society. Teaching and learning how to read at schools.
- Reading plans at school and in the community. Reading comprehension and the process of interpreting texts. The processes of searching for and transforming information. Fictional reading and the development of reading habits.
- The impact of ICT in the processes of teaching and learning how to read. Promoting reading in digital milieus.

Methodology

Lectures will combine theory and practice and will pose the following tasks:

- Teacher-centred lectures
- Analysis of print and digital materials by applying the concepts and procedures suggested in the course readings.
- Presenting tasks and assignments in the class.
- Analysis and participation in an online debate on some of the reading plans designed by educational authorities.
- Resolution of cases, exercises or problems related to the course contents using ICT tools.
- Participation in virtual forums to discuss the contents of the course compulsory readings.
- Reading and discussion forums bibliographic
- Virtual tutorials online.

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			
Activities targeted at analysing, selecting and assessing classroom materials.	18	0.72	1, 4
Type: Supervised			
Participation in online debate forums, elaboration of course assignments and discussion	82	3.28	3, 2, 4, 5,

of course compulsory readings.		7	
Type: Autonomous			
Reading the articles and materials related to the contents covered in the course.	50	2	3, 4

Assessment

The evaluation will be based activities that will be delivered by teachers commented. It will also consider participation in the forums and in the classroom. The activities must make use of the readings for each topic.

To be able to accommodate the continuous assessment students must submit and approve 80% of activitas. Otherwise, it will be not presented.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of reading plans.	10%	0	0	1, 2, 4, 7
Assessment of strategies used to teach reading, to search for information and to promote reading for pleasure.	10%	0	0	3, 4
Designing a project to teach reading.	20%	0	0	5
Diagnosing needs following the criteria set in class.	20%	0	0	1, 4
Participation in the activities set during face-to-face lecturers and in the digital forums.	20%	0	0	6
Presentation of the rationale and the activities of a project to teach reading.	20%	0	0	1, 5, 6

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Recursos web:

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Pàgina del Departament d'Ensenyament sobre el Pla de lectura de centre.
http://www.xtec.cat/web/projectes/lectura/pladelectura

Software

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