

**Social Habits and Promotion of Reading**

Code: 42958  
ECTS Credits: 6

Degree	Type	Year	Semester
4313816 School Library and Reading Promotion	OB	0	2

## Contact

Name: Mireia Manresa Potrony

Email: mireia.manresa@uab.cat

## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Mireia Manresa Potrony

## External teachers

Júlia Baena (julietabaena@gmail.com)

## Prerequisites

None.

## Objectives and Contextualisation

The module provides the bases for understanding and analyzing the factors that affect the configuration of the reading habits of the population as well as strategies to be able to intervene in the contexts of reading mediation. The role of the school and the library in promoting reading and the impact of reading promotion policies are identified.

## Competences

- Contextualise professional activity in the reading habits of today's society and in the processes of school-based learning.
- Continue the learning process, to a large extent autonomously.

- Design, plan and evaluate library, school and community reading projects that are appropriate to their context.
- 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.
- 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.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

## Learning Outcomes

1. Analyse the context and the aims of interventions in relation to sociological and ethnographic theory frameworks for reading.
2. Continue the learning process, to a large extent autonomously.
3. Develop communication and inter-personal skills needed to manage projects involving the different members of the educational community.
4. Develop cooperation strategies for working in teams.
5. Exploit the different ways in which ICT can help to promote reading.
6. Implement reading promotion strategies using digital and non-digital tools.
7. Implement strategies to promote good reading habits, taking the different influencing factors into account.
8. Make innovative and creative proposals to promote reading.
9. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

## Content

The subject have two parts:

a) Reading habits

b) Reading promotion

The contents are this ones:

- Sociological and ethnographic studies on reading habits: impact, results and implications.
- Factors and contexts likely to promote reading habits: families, society and schools. The development of one's reading identity in communities of literacy practice.
- The construction of reading habits at schools: reader profiles and teacher's modes of intervention.
- The role of libraries in the promotion of reading habits: impact of the collections presented and of the range of services offered.
- Policies for the promotion of reading habits: institutional reading plans, resources and support initiatives.
- Actions to promote reading habits in the libraries: formats and target audience.
- The impact of ICT in the forms of accessing written works and developing reading practices.

## Methodology

15 minutes of a class will be set aside to complete Faculty surveys

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:

- Analysis of print and digital materials.
- Elaboration and public presentation of the course assignments.
- Resolution of cases, exercises or problems related to the course contents using ICT tools.
- Participation in virtual forums to debate the contents of the course compulsory readings.

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 aimed at analysing, selecting and assessing classroom materials.	18	0.72	
Type: Supervised			
Participation in online debate forums and elaboration of course assignments.	82	3.28	
Type: Autonomous			
Reading the articles and materials related to the contents covered in the course.	50	2	

## Assessment

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

In order to pass this course, participants should obtain a pass mark in 80% of the Course Assignments. Participants will not be assessed if they fail to submit a minimum of 80% of the Course Assignments.

All the Course Assignments will be assessed and participants will receive feedback from the teacher. Participation in the virtual forums is also compulsory. Assignments should reflect participants understood the contents of the course compulsory readings.

Activities counting 30% will be delivered once the module is completed. The rest, during its development.

SINGLE ASSESSMENT (fifteen days after finishing the subject. One recovery will be allowed)

- Design of a strategy (based on the use of ICT Tools) for promoting reading habits in a specific context: 30%
- Writing a reflective text about the construction of reading habits in mediations contexts: 30%
- Evaluation interview: 40%

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities aimed at analysing proposals to promote reading habits at schools, in libraries and in digital milieus.	10%	0	0	1
Attendance and active participation in the face-to-face and virtual classrooms.	20%	0	0	2, 3, 4, 9
Case studies aimed at diagnosing reading habits of a target group of readers and at proposing strategies to cater for the needs of that particular group.	10%	0	0	1, 4, 7, 8
Design of a strategy for promoting reading habits in a specific context.	30%	0	0	5, 6, 8
Writing a reflective text about the construction of reading habits in mediation contexts	30%	0	0	1, 3, 5, 6, 7, 8

## Bibliography

### Books

Arizpe, E.; Cliff-Hodges, G (eds.). (2018). Young People Reading. Empirical Research Across International Contexts. Abingdon, Oxon; New York: Routledge: 123-136.

Asta, G.; Federighi, P. (eds.) (2000). El público y la biblioteca: metodologías para la difusión de la lectura. Gijón: Trea.

Baró, M.; Mañà, T. (2009). Estudi sobre les accions de foment de la lectura a les biblioteques públiques de Catalunya. [informe encomanat per la Direcció General de Cooperació Cultural de la Generalitat de Catalunya] . Barcelona: Universitat de Barcelona. Observatori sobre Biblioteques, Llibres i Lectura. En línia: < [http://diposit.ub.edu/dspace/bitstream/2445/27426/1/Estudi\\_foment\\_lectura.pdf](http://diposit.ub.edu/dspace/bitstream/2445/27426/1/Estudi_foment_lectura.pdf)>.

Baró, M.; Aliagas, C.; Gorchs, G. (2013). Com crear un ambient lector a l'escola? Barcelona: Fundació Jaume Bofill. En línia: <http://www.fbofill.cat/intra/fbofill/documents/publicacions/575.pdf>

Baudelot, C.; Cartier, M.; Detrez, C. (1999). Et pourtant ils lisent... Paris: Seuil.

Clark, C. Informes sobre hàbits de lectura del National Literacy Trust (Anglaterra). En línia: [http://www.literacytrust.org.uk/research/nlt\\_research](http://www.literacytrust.org.uk/research/nlt_research)

Chartier, R. (dir.) (1985). Pratiques de la lecture. París: Editions Rivages.

Chartier, A.M.; Hebrard, J. (1994). Discursos sobre la lectura (1880-1980) . Barcelona: Gedisa.

Colomer, T. (2008). "Entre la normalitat i el desinterès: els hàbits lectors dels adolescents". A: T. Colomer (coord.). Lectures adolescents. Barcelona: Graó, 19-57.

Colomer, T. (2007). Andar entre libros. México: Fondo de Cultura Económica.

Colomer, T.; Manresa, M. (2008). "Lectures adolescents: entre la llibertat i la prescripció". A: Mirades i veus: recerca sobre l'educació lingüística i literària en entorns plurilingües. Barcelona: Graó

Court, J. (ed.) (2011). Read to succeed: strategies to engage children and young people in reading for pleasure. London: Facet.

Consejo Nacional para la Cultura y las Artes (2008). De la tradición oral a la sociedad de la información: prácticas y tendencias actuales de la lectura. México.

DDAA. (2013). La lectura en un centre educatiu. Saber llegir, llegir per aprendre, gust per llegir. Barcelona: Departament d'Ensenyament. En línia: [http://www20.gencat.cat/docs/Educacio/Home/Departament/Publicacions/Monografies/Lectura/La\\_lectura\\_en\\_un](http://www20.gencat.cat/docs/Educacio/Home/Departament/Publicacions/Monografies/Lectura/La_lectura_en_un)

Durán, C.; Manresa, M. (2008). "Entre països: l'acció educativa al nostre entorn". A: T. Colomer (dir.), Lectures adolescents. Barcelona: Graó. (també en castellà) En línia: <http://gretel.cat/>

Elkin, J. (2003). Reading and reader development: the pleasure of reading. London: Facet.

Gagnon-Roberge, S. (2019) Despertar el placer por la lectura. Narcea: Madrid.

Gonçalves Da Silva, F. (2018). La nostalgia del vacío: la lectura como espacio de pertenencia en los adolescentes. Zaragoza: Pantalia Publicaciones.

Gómez Soto, I. (1999). Mito y realidad de la lectura. Madrid: Endymion.

Jover, G. (2007). Un món per llegir. Educació, adolescents i literatura. Barcelona: Rosa Sensat [existeix edició en castellà a Octaedro]

Lahire, B. (2004). Sociología de la lectura. Barcelona: Gedisa.

Leveratto, J.-M. (2008). Internet et la sociabilité littéraire. París: bibliothèque publique d'information / Centre Pompidou.

Manresa, M. (2013). L'univers lector adolescent. Dels hàbits de lectura a la intervenció educativa. Barcelona: Rosa Sensat.

Manresa, M.; Real, N. (eds.) (2015). Digital Literature for Children: Texts, Readers and Educational Practices. "Recherches comparatives sur les livres et le multimédia d'enfance" Vol. 9. Bruxelles, Bern, Berlin, Frankfurt am Main, New York, Oxford, Wien: Peter Lang.

Millán, José Antonio (coord.) (2017). La lectura en España: informe 2017. Madrid: Federación de Gremios de Editores de España.

Miret, I.; Baró, M.; Dussel, I.; Mañà, T. Huellas de un viaje. Trayectorias y futuros de las bibliotecas escolares en Galicia. Santiago de Compostela: Xunta de Galicia[en línia/en línea/online].

Munita, Felipe (2021). Yo, mediador(a). Mediación y formación de lectores. Barcelona: Octaedro

Petit, M. (1999). Nuevos acercamientos a los jóvenes y la lectura. México: Fondo de Cultura Económica.

Rouxel, A. (2005). Lectures cursives: quel accompagnement? París: Delagrave Edition / CRDP Midi-Pyrénées.

Sarland, C. (2003). La lectura en los jóvenes: cultura y respuesta. México: Fondo de Cultura Económica.

Ramírez Leyva, E. M. (coord.) (2008). La biblioteca pública y la formación de lectores en la sociedad de la información: memoria. México: Universidad Nacional Autónoma de México.

#### Articles

Aliagas, C.; Manresa, M. i Vilà, M. (2011). Què llegeixen els "no-lectors"? Articles de Didàctica de la Llengua i de la Literatura 53 (Monogràfic: Què llegeixen els "no-lectors"?), 7-11.

Aliagas, C. (2011). Llegir en temps de lleure. Estudi de cas d'una colla d'adolescents amb el virus de la defaitecció lectora. Articles de Didàctica de la Llengua i de la Literatura 53 (Monogràfic: Què llegeixen els "no-lectors"?), 45-57.

Aliagas, C.; Castellà, J. M.; Cassany, D. (2009). Aunquelea poco, yo sé que soy listo. Estudio de caso de un adolescente que no lee literatura. *Ocnos* 5, 97-112.

Casas Poves, J.; Ventura, N. (2011). La promoció de la lectura a les biblioteques públiques. *Anuari de l'Observatori de Biblioteques, Llibres i Lectura*. 2010-2011, 129-141. En línia:  
<http://www.raco.cat/index.php/AnuariObservatori/article/view/262533>

Cencerrado, M. (2014). Nuevos modelos de promoción de la lectura. *Biblogtecarios*. En línia:  
<https://www.biblogtecarios.es/lmcencerrado/nuevos-modelos-de-promocion-de-la-lectura/>

Daura i Jorba, A. (2017). La promoció de la lectura a les llibreries de Catalunya (2016/17). *Anuari de l'Observatori de Biblioteques, Llibres i Lectura*. En línia:  
<https://www.raco.cat/index.php/AnuariObservatori/article/view/348141>

Díaz-Plaja, A.; Cosials, À. (2011). La promoció de la lectura a l'escola. *Anuari de l'Observatori de Biblioteques, Llibres i Lectura*. 2010-2011, 142-151. En línia:  
<http://www.raco.cat/index.php/AnuariObservatori/article/view/262536>

Lluch, G.; Sánchez-García, S. (2017). La promoción de la lectura: un análisis crítico de los artículos de investigación. *Revista Española de Documentación Científica*, vol., 40, núm. 4. En línia:  
<http://redc.revistas.csic.es/index.php/redc/article/view/996/1554>

Manresa, M. (2011). Retrat del lector literari feble: del desert a l'oasi de lectura. *Articles de Didàctica de la Llengua i la Literatura* 53, 12-24.

Manresa, M. (2009). El hábito lector a través de la voz adolescente: de la vida al texto. *Lectura y vida (revista latinoamericana de lectura)*, 30 (4), 32-42

Manresa, M. (2009). Lecturas juveniles: el hábito lector dentro y fuera de las aulas. *Textos de Didáctica de la Lengua y la Literatura* 51, 44-54.

Manresa, M. (2010). Los buenos lectores como minoría: una falsa élite. 32è congrés Internacional de l'IBBY. Santiago de Compostela, 8-12 de setembre. En línia: <http://www.ibby.org/index.php?id=1123&L=3>

Manresa, M.; Margallo, A. M. (2016). Prácticas de lectura en red: exploración de blogs literarios adolescentes. *Catalejos. Revista sobre lectura, formación de lectores y literatura para niños*, [S.I.], v. 2, n. 3, 51-69. En línia:  
<<http://fh.mdp.edu.ar/revistas/index.php/catalejos/article/view/1985>>.

Manresa, M. (2020). Lectura autònoma i lectura guiada. Apunts per a una actualització en aules i biblioteques. Dossier Departament d'Educació: Apunts per a la biblioteca escolar: 13-21. En línia:  
[https://repositori.educacio.gencat.cat/bitstream/handle/20.500.12694/1175/be21\\_apunts\\_per\\_biblioteca\\_escolar](https://repositori.educacio.gencat.cat/bitstream/handle/20.500.12694/1175/be21_apunts_per_biblioteca_escolar)

Mañà, T.; Agustí, L.; Barrios, T.; Ventura, N.; Villarroya, A. (2011). La promoció de la lectura a Catalunya (2008-2009). *Anuari de l'Observatori de Biblioteques, Llibres i Lectura*. 2010-2011, p.71-87. En línia:  
<http://www.raco.cat/index.php/AnuariObservatori/article/view/209618>

Ramos Revillas, A. (2015). Contra "una" promoción de la lectura. *Letraslibres*. En línia:  
<https://www.letraslibres.com/mexico-espana/contra-una-promocion-la-lectura>

Villarroya, A. (2017). Estudis i recerca sobre edició i hàbits lectors a Catalunya (2016-17). *Anuari de l'Observatori de Biblioteques, Llibres i Lectura*. En línia:  
<https://www.raco.cat/index.php/AnuariObservatori/article/view/353622>

## Software

Teams/Zoom.

