

| Degree                            | Type | Year |
|-----------------------------------|------|------|
| 2500797 Early Childhood Education | OT   | 4    |
| 2500798 Primary Education         | OT   | 4    |

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

The students, as a future teachers, must have a good oral and written command of language, and show positive attitude and interest in the subject. In all the activities will be considered, therefore, proofreading, writing and formal presentation.

An attitude compatible with the educational profession is recommended, which involves active participation in classes, and critical contributions & respect.

## Objectives and Contextualisation

It is proposed to train teachers in the organization and the use of an essential educational instrument for school purposes. All the centers have a library and all the studies indicate their influence on the learning outcomes of the students. The evolution towards a society of the information requires a citizenry formed in the dominion and the habit of the reading, the search of information and the digital alphabetization. The subject proposes that the students understand the school libraries like centers of diverse resources and fully integrated in the dynamics of the centers and their surroundings; know their different functions and services according to the needs of students and teachers; be able to organize and dynamise them, and have evaluation criteria to choose and update their materials, from children's books, both of fiction and of knowledge, to the websites and digital instruments.

## Competences

Early Childhood Education

- Acquire literary education and especially get to know children's literature.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Know and properly use resources to encourage reading and writing and develop strategies for use of the school library.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

- Work in teams and with teams (in the same field or interdisciplinary).

#### Primary Education

- Collaborate in the different sectors of the educational community and of the social setting.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Assessing the quality of the production of current and historical children's literature, multimedia products and children's magazines and their relevance to the educational needs of the students, and demonstrating skills in disseminating them and encouraging reading.
2. Identify learning needs of the adult population in the information society.
3. Identify situations in which a change or improvement is needed.
4. Identifying the needs of the different types of users, selecting the appropriate funds, organising them in a suitable way and providing guidance in search and reading activities.
5. Propose new ways for measuring success or failure on implementing innovative proposals or ideas.
6. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.

## Content

1. Social literacy and reading habits in current societies.
  - 1.1. The transformations caused by reading in new supports.
  - 1.2. Uses and social habits of reading.
  - 1.3. Resources and webs of educational support for reading and access to information.
2. Functions and organization of the school library
  - 2.1. The community users of the library.
  - 2.2. The organization of the library: space, furniture, facilities and arrangement of funds.
  - 2.3. Services and management of the library: loan, use of the network, training and guidance of users, promotion reading and cultural extension.
  - 2.4. The relationship between the school and classroom library.
3. The reading plan of the educational centers.
  - 3.1. Preparation of center reading plans (Planes de Lectura de Centro).
  - 3.2. Training activities for reading and searching for printed and digital information from the library.
  - 3.3. Literary reading formative activities and creation of reading habits from the library.
  - 3.4. Resources of diffusion of the resources and activities of the library: blogs, exhibitions, games and competitions, etc.
4. The different corpus of the school library.
  - 4.1. The quantitative and qualitative composition of the library resources.
  - 4.2. Type of resources: informative, fiction, and electronic resources references.
  - 4.3. Types of fiction and non-fiction materials for children in different media .

4.4. The criteria for selecting and updating the resources.

4.5. Resources for the selection.

5. Relationship of the school, family and social context in reading education.

5.1. Collaboration with public libraries in the area.

5.2. The collaboration with the families and other entities.

5.3. Coordinated actions to promote reading and cultural activities.

## Activities and Methodology

| Title                           | Hours | ECTS | Learning Outcomes |
|---------------------------------|-------|------|-------------------|
| Type: Directed                  |       |      |                   |
| In-person clases in large group | 45    | 1.8  | 2, 4, 1           |
| Type: Supervised                |       |      |                   |
| Tutorial                        | 14    | 0.56 |                   |
| Type: Autonomous                |       |      |                   |
| Works and readings              | 75    | 3    | 2, 4, 1           |

45 hours class: contents and basic questions of the subject with the entire class group through an open and active participation by students, practical work hours supervised by the teaching staff and school practices, different activities and visits to school libraries. Students will also have to prepare group activities outside the classroom as work of the subject in the proportion regulated for all subjects according to their credits.

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.

## Assessment

### Continous Assessment Activities

| Title   | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|-------------------|
| Exposition group about a thematic selection of books and materials for a school library                         | 40%%      | 4     | 0.16 | 4, 5, 1           |
| Make a webquest and presentation of digital resources to improve the information literacy (individual activity) | 30%       | 4     | 0.16 | 2, 4, 5, 1        |
| Visit of a school library and do an infography (individual activity)  | 30%       | 8     | 0.32 | 4, 3, 6, 5        |

Students should attend at the 80% to qualify for the evaluation; otherwise, it will be considered not presented. With this precondition, the evaluation will be carried out through the mechanisms and activities indicated. The

school library activity trip is free, and It will be during class time. Students who can't attend the trip will have to do an extra work with some readings about school libraries.

To be able to pass the subject you must have submitted all of the three works. School library analysis: evaluation on march 20th; Webquest digital resources: evaluation on may 8th; children's book expositin: evaluation june 19th. Written or oral activity that don't demonstrate a good command of the language or problems with plagiarism and copyright aspects will be failed. The students who during the course have submitted at least two of the three works, but finish them with a failed part, will have the opportunity to pass the course with an additional autonomous work, redoing some of the activities or through the specific mechanisms that are established according to the concrete situation of each student.

#### Single evaluation

This subject provides a single assessment. The evaluation activities will be the same as the ordinary evaluation, but they will all be individual. Some modifications will be applied to these works due to the experiential nature of the ordinary evaluation activities, always maintaining the same workload and dedication. All of the activities must be submitted on june 13th.

The same recovery system will be applied as in the ordinary evaluation and its recovery date will also be the same.

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## Software

Google Forms

Corubrics

Google Sites

Canva

Imovie, Windows Movie Maker or similars.

Epergam

## Language list

| Name        | Group | Language | Semester        | Turn      |
|-------------|-------|----------|-----------------|-----------|
| (TE) Theory | 70    | Catalan  | second semester | afternoon |