

School Libraries

Code: 42953
ECTS Credits: 9

2024/2025

Degree	Type	Year
4313816 School Library and Reading Promotion	OB	0

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Teaching groups languages

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

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.

Learning Outcomes

1. CA01 (Competence) Plan library projects and programmes for the acquisition of media and information literacy, considering appropriateness in terms of context, the theoretical approach, the necessary planning, the methodological design, and the evaluation strategy in specific environments from a multidisciplinary perspective.
2. KA01 (Knowledge) Identify the school library as a fundamental space to support school learning, the promotion of reading and the development of information literacy.

3. KA02 (Knowledge) Recognise the functions of the school library that are essential to the profession of the librarian, including teaching support, resource management tasks (collection development and library budget, available human resources), service provision planning and the organisation of space.
4. KA03 (Knowledge) Identify needs in relation to reading and the use of information (information literacy) in pupils, by learning level, in the framework of the design of specific programmes to ensure these competences in the school context.
5. SA01 (Skill) Implement processes for the acquisition, cataloguing, classification and organisation of the library's print and electronic resources, as well as evaluation and improvement strategies that respect the sustainable development objectives.
6. SA02 (Skill) Manage collections and resources while considering both the collection policy and the criteria of obsolescence for the library's documentary resources, as well as manage the services offered using the most common technological tools.
7. SA03 (Skill) Propose fiction and non-fiction books and resources, in print or electronic format, which are suitable for different types of audiences, while applying the guidelines in the school library collection policy.
8. SA04 (Skill) Guarantee social responsibilities in terms of inclusion in the design and universality in the application of your knowledge and judgement in the development of reading promotion projects, considering the school library to be a tool for the democratisation of knowledge that guarantees equity in complex socio-cultural contexts.

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed classroom workshops	8	0.32	CA01, KA03, SA01, SA02, SA03
Lectures	18	0.72	KA01, KA02, SA04
Visits to different school libraries and case analysis	10	0.4	KA01, KA02
Type: Supervised			

Analysis and evaluation of data from studies on school libraries	2	0.08	KA01, KA02
Analysis and evaluation of the editorial and books production for children and youth	2	0.08	SA02, SA03
Planning a program and one activity for users training	5	0.2	CA01, SA04
Preparation of a comparative report on best practices on school library	2	0.08	KA01, SA02
Team works	2	0.08	CA01, KA01, KA03, SA01, SA04
Virtual discussions on forum on various subjects	2	0.08	KA01, SA02, SA03
Type: Autonomous			
Readings	39	1.56	KA01, KA02, SA02, SA03, SA04

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

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
Design a Information literacy program for School Library. Written work. Group project	25%	30	1.2	CA01, SA04
Detection of needs of different types of school library users. Written work. Individual work.	20%	30	1.2	KA03, SA04
Evaluation of the visits. Comment in the classroom.. Individual task	15%	15	0.6	KA01, KA02
Plan resources and services of a school library on one plan. Written exercise. Group work	10%	15	0.6	KA01, SA01
School library activities and good practices. Contribution in the forum. Individual task	10%	15	0.6	KA01, SA02

Selection of a non-fiction book and comment on its value in the context of a particular collection. Contribution to the forum. Individual task	10%	15	0.6	SA03
The concept of school library based on statistical data in Catalonia. Comment in the classroom. Individual task.	10%	15	0.6	KA01, KA02

The continuous assessment will be based on:

1. A work of detecting the needs of different types of library users (20% of the final grade) written work individual to be handed in halfway through the module. Design an Information literacy program for School Library (25% of the final grade), written work in group, to be handed at the end of the module.
2. A selection of activities and good school library practices (10% of the final grade), contribution individual in the forum, at the beginning of the module.
3. Reflection about the concept of the school librarian based on statistics of Catalonia. (10% of the final grade), comment in class at the beginning of the module.
4. Plan resources and services of a school library on a plan (10% of the final grade). Written exercise, to be handed in halfway through the module.
5. Selection of a non-fiction book, and comment on its value in the context of a particular collection (10% of the final grade). Contribution to the forum at the end of the module.
6. Evaluation of the visits made (15%) Comment in class at the end of the module

Conditions:

- Participation in the activities carried out in class will be assessed. The group works will incorporate a section that collects the individual activity of each participant
- The teachers will return the evaluation activities in a period not exceeding 20 working days of the academic calendar
- The final grade will be the weighted average of the planned activities. Undelivered activities will have a grade of 0.
- Students who do not deliver the assessment activities or whose delivery percentage does not exceed 20% will be recorded as NOT evaluable.
- Class attendance is mandatory. In order to obtain a positive final evaluation, the student must have attended a minimum of 80% of the classes.
- Only papers 1, 2 and 6 of those described above can be reassessed. The delivery of the reassessed work will be done at the end of the module.
- No specific evaluation conditions are foreseen for particular cases. In any case, if there is none, it will be considered in the coordination committee.

UNIQUE ASSESSMENT

In the case of opting for the unique evaluation, the evidence that will be evaluated will be:

- A theoretical-practical final paper on the school library as a resource
- A task of detecting the needs of different types of users of the school library
- A personal interview that demonstrates the achievement of the subject

None of these deliveries will receive formative assessment because of the

Bibliography

Books

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Biblioteca escolar 2.0. [document en línia]. (2013). Barcelona: Departament d'Ensenyament de la Generalitat de Catalunya. Disponible a: <https://sites.google.com/a/xtec.cat/biblioteca-escolar-2-0/home> [Consulta: 10/06/2019]

Bibliotecas escolares "entre comillas": estudio de casos: buenas prácticas en la integración de la biblioteca en los centros educativos (2010.) Madrid: Ministerio de Educación; Fundación Germán Sánchez Ruipérez.

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Directrius IFLA/Unesco per a la biblioteca escolar (2018). 2a ed. revisada. Barcelona: Generalitat de Catalunya. Departament d'Educació. Departament de Cultura; Col·legi Oficial de Bibliotecaris-Documentalistes de Catalunya. Disponible a: <
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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http://www.mcu.es/bibliotecas/docs/MC/ConsejoCb/GruposTrabajo/GE_prospectiva/Estudiopropectiva2020.pdf
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Herring, J. E. *Improving student's web use and information literacy: aguide for teachers and teacher librarians* (2011) London: Facet.

La biblioteca-mediateca: infantil i primària: proposta de treball. (2007). Barcelona: Associació de Mestres Rosa Sensat..

La biblioteca-mediateca: secundària: proposta de treball. (2007). Barcelona: Associació de Mestres Rosa Sensat.

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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/bancrederecursos/>

Software

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Catalan	first semester	afternoon