UAB
Universitat Autònoma de Barcelona

Digital Media and School Libraries

Code: 42957
ECTS Credits: 6

2024/2025

Degree	Type	Year
4313816 School Library and Reading Promotion	OT	0

Contact

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Teachers

(External) Júlia Baena Argudo

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

None.

Objectives and Contextualisation

Referring to knowledge:

Organize digital resources to facilitate its use
Implement community service-based technologies
Apply specific criteria for electronic resources in digital media or online
Creating products for the dissemination of the activities of the library and those generated by community
Developing professional values including ethics in practice

Referring to procedures:

Using ICT applications suited to facilitate the dissemination of the library and communication with users
Using computerized document management and know how to optimize their performance
Incorporate ICT for learning, sharing and communicating in different educational contexts

Learning Outcomes

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1. CA16 (Competence) Create proposals for the dissemination of cultural, learning and reading activities using tools that are adapted to the context and needs of the school community, specifically in terms of education.
2. CA17 (Competence) Develop management or dissemination projects guided by digital ethics and free access to knowledge in professional practice, which respect equity, equality, and social and linguistic diversity, as well as the diversity of thought.
3. KA17 (Knowledge) Recognise the functions and tasks involved in the management, planning and mediation that are key to the profession of the librarian to implement services for the community (products for the dissemination of library activities, communication with users, document management) that make active and meaningful use of technology.
4. KA18 (Knowledge) Identify needs in relation to reading and information to respond to these from the digital dimension of the school library (website, social networks, transmedia, etc.).
5. SA25 (Skill) Apply processes of information processing and the organisation of the library's physical and digital resources within the framework of the objectives of sustainable development and with the aim of optimising its services for the benefit of users.
6. SA26 (Skill) Apply ICT ethically and scrupulously in processes of managing and disseminating the collection, resources, and services in a school library context.
7. SA27 (Skill) Manage the collection, resources and services of the library or learning centre using innovative technological tools, while applying specific selection criteria that respond to functional coherence.
8. SA28 (Skill) Develop innovative, creative, and entrepreneurial strategies to support learning and the educational curriculum by creating products to disseminate the services, the collection, and the activities of both the school library and the educational community.

Content

1. Digital information resources: the digital library

2. Tools for the development of the digital library

3. Organization and healing of online resources

4. Choosing and selecting resources

5. Dissemination and communication

6. Services and activities

7. Reading promotion

8. Informational literacy in a digital context

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Creation of digital products and tools	50	2	
Practice for selection and organization of digital resources for the collection	25	1	

The training activity will take place from the following dynamics:

• Lectures / Lectures by the teacher.

• Reading and viewing textual and audiovisual tutorials

• Analysis and discussion forums in virtual goods and documentary sources.

• Practical classroom problem solving / case / exercises.

• Preparation of work and application of ICT resources selection.

• Tutoring and monitoring online activities.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ex. 1: Design and development of a school library website with Wordpress software, with delivery of a brief Explanatory Memoir of the exercise.	40%	35	1.4	CA16, CA17, KA17, KA18, SA25, SA27, SA28
Ex. 2: Design and development of a escape room related to media and information literacy with Genially software (Individual, 15%)	15%	10	0.4	CA16, CA17, KA18, SA25, SA26, SA28
Ex. 3: Design and development of a virtual exhibition related to children's or youth literature with the People Art Factory software (Individual, 20%	15%	10	0.4	CA16, CA17, KA18, SA26, SA27, SA28
Ex. 4: Selection of digital resources and creation of a digital repository with Pearltrees software (Individual, 20%)	15%	10	0.4	CA16, CA17, KA17, KA18,

				SA25, SA26, SA27, SA28
Ex. 5: Design and development of a collaborative digital book with Bookcreator software (Group, 20%)	15%	10	0.4	CA16, CA17, KA18, SA26, SA28

The evaluation of the module will be carried out through the following activities:

• Ex. 1: Design and development of a school library website with Wordpress software, with delivery of a short Explanatory Report of the exercise. (Individual, 40%).
• Ex. 2: Design and development of escape room related tot media and information literacy with TGenially software (Individual, 15%)
• Ex. 3: Design and development of a virtual exhibition related to children's or youth literature with People Art Factory software (Individual, 15%)
• Ex. 4: Selection of digital resources and creation of a digital repository with Pearltrees software (Individual, 15%)
• Ex. 5: Design and development of a collaborative digital book with Bookcreator software (Group, 15%)

The final mark will be the weighted average of the planned activities. To be able to apply this criterion, it will be necessary to obtain at least a 4 in all the activities carried out during the development of the module. Class attendance is mandatory. In order to obtain a positive final assessment, the student must have attended a minimum of 80% of the sessions.

The test review procedure will be carried out individually.

In order to take part in the continuous assessment, the student must present and fulfill all the conditions mentioned. Otherwise, it will be considered Not Submitted. No specific evaluation conditions are foreseen for particular cases. In any case, if there is none, it will be considered in the coordination commission.

One-off assessment

In the case of opting for the single assessment, the same assessment and recovery system will be applied as for the continuous assessment, but the written assignments will be made on a single day (December 22). None of these deliveries will receive formative assessment.

• Ex. 1: Design and development of a school library website with Wordpress software, with delivery of a short Explanatory Report of the exercise. (Individual, 40%).
• Ex. 2: Design and development of escape room related tot media and information literacy with TGenially software (Individual, 15%)
• Ex. 3: Design and development of a virtual exhibition related to children's or youth literature with People Art Factory software (Individual, 15%)
• Ex. 4: Selection of digital resources and creation of a digital repository with Pearltrees software (Individual, 15%)
• Design and development of a collaborative digital book with Bookcreator software (Group, 15%)

Bibliography

Blasco, Anna, Durban, Glòria. (2011). "La biblioteca escolar i les TIC, entorns articulars de la c-info". *Competència informacional a l'aula*. https://sites.google.com/a/xtec.cat/cinfo-aula/ [10-III-2018]

IFLA/UNESCO (2013). *Manifiesto de la IFLA/UNESCO sobre las Bibliotecas Digitales*.
https://www.ifla.org/ES/publications/manifiesto-de-las-ifla-unesco-sobre-las-bibliotecas-digitales

IFLA/UNESCO (2018). *Directrius IFLA per a la biblioteca escolar. 2a edició revisada*.
https://drive.google.com/file/d/146_i1nBwVt9FMmGDT_2D_tNpkN50NPwF/view

Pons, Amadeu. (2012). *Directrius de l'IFLA sobre el servei d'informació digital. Barcelona: COBDC*.
http://www.cobdc.org/publica/directrius/sumaris.html [10-III-2018].

Software

Wordpress

Genially

Bookcreator

Pearltrees

People Art Factory

Gemini or ChatGPT

Language list

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