

Reading Plans

Code: 42955
ECTS Credits: 6

2025/2026

Degree	Type	Year
School Library and Reading Promotion	OB	1

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Teaching groups languages

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

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.

Learning Outcomes

1. CA04 (Competence) Adopt quality criteria for the evaluation of national and international reading promotion projects, considering internal coherence and the educational objectives pursued.
2. CA05 (Competence) Plan school reading programmes that are derived from the specific needs identified through a diagnostic study in a specific school or social context, while ensuring that the learning proposal is aligned with educational regulations and is appropriate to the context, the audience and the objectives pursued.
3. CA06 (Competence) Present a reading promotion or research project justifying it based on published evidence on reading habits, attitudes, and preferences.

4. KA07 (Knowledge) Identify needs in relation to reading in school and social contexts, both near and far, to serve as a model for future applications of strategic reading plans.
5. KA08 (Knowledge) Identify the contextual, socio-cultural, and institutional elements that influence reading practices and habits in today's societies, as well as processes of learning to read in formal educational contexts, to take them into account when designing reading programmes for schools and the local area.
6. SA08 (Skill) Propose fiction and non-fiction books and resources suitable for different audiences within the framework of a school reading programme, while considering the linguistic and narrative quality and the overall objectives pursued.
7. SA09 (Skill) Guarantee social responsibilities in terms of inclusion and social and linguistic universality in the practice and precision of your knowledge and judgement in the development of reading promotion programmes in both educational and social institutional contexts.
8. SA10 (Skill) Develop strategies for innovation and creativity when designing institutional reading programmes in educational and social contexts.

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Activities targeted at analysing, selecting and assessing classroom materials.	18	0.72	
Type: Supervised			
Participation in online debate forums, elaboration of course assignments and discussion of course compulsory readings.	82	3.28	
Type: Autonomous			
Reading the articles and materials related to the contents covered in the course.	50	2	

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Designing a project to teach reading. Reading Plan	45%	0	0	CA04, CA05, CA06, KA07, KA08, SA08, SA09, SA10
Participation in the activities set during face-to-face lecturers and forums	10%	0	0	CA04, KA07, SA10
Presentation of the rationale and the activities of a project to teach reading all over the world	45%	0	0	CA04, CA05, CA06, KA07, KA08, SA08, SA09, SA10

Evaluation

The evaluation will be based on the delivered activities that will be commented on by the teaching staff. The final mark will be the weighted average of the planned activities, having to obtain a minimum of 5 on a scale of 10 in each of them.

Class attendance is mandatory. You must have attended at least 80% of face-to-face classes.

Participation in the forums and in the classroom will be taken into account by assessing the involvement of the students in the activities carried out during the classes and, if requested, later in a virtual format. For the participation in the forums, a margin of one week will be left, as participation in them is also mandatory and the personal and well-founded opinion will be valued as well as the contributions, criticism and observations of the colleagues' interventions. Interventions in the forum are not recoverable.

The teacher will return the assessment activities within a period of no more than twenty normal days of the academic calendar.

In the case of continuous assessment, students who do not deliver the assessment activities or whose delivery percentage does not exceed 20% will be recorded as NON-EVALUABLE.

The only recoverable activities are:

- The activity of analyzing reading plans
- Strategy evaluation activities on the teaching of reading, the search for information and the taste for reading.
- The design of a reading teaching project.
- The presentation of the reading teaching project and its activities.
- The activities and participation in the various forums.

If someone were to suspend the module, recovery would be carried out in June by handing in a complementary work around the content of the module following the parameters of the proposed group work.

In case of plagiarism or copying of works, as long as the provenance of the referenced fragments is not cited, it will be penalized with a 0 as a grade for the module, with no possibility of recovery.

Single evaluation

In the case of opting to follow a single evaluation format, the same evaluation and recovery system will be

applied so that for the continuous evaluation but the delivery of the written works, the oral presentations scheduled for the rest of students who follow the continuous evaluation will be done in a single day as well as the different contributions to the forums of the subject. None of these deliveries will receive formative assessment because opting for the single assessment implies renouncing continuous assessment. In the case of opting for a single evaluation, the evidence that will be evaluated will be the following:

Oral defense of your reading program proposal: 15%

Research and written presentation of the chosen reading program: 20%

Individual written interventions, in format and completion of the virtual forums: 15%

Individual programming work for the Reading Plan and Reading Plan: 25%

Final interview where the student's knowledge and ability to apply the content will be assessed: 25%

Students must refrain from using any type of artificial intelligence technologies, tools and systems or others that may involve fraud in the academic activities they carry out. Specific validations may be carried out to guarantee authorship and the acquisition of skills in the event of suspicion of academic fraud.

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<https://fundaciongsr.org/wp-content/uploads/2022/01/Jovenes-y-lectura.pdf>

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Recursos web:

Proyecto de lectura para centros escolares. Fundación Germán Sánchez Ruipérez:
<http://www.canallector.com/>

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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Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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