UAB
Universitat Autònoma de Barcelona

Social Habits and Promotion of Reading

Code: 42958
ECTS Credits: 6

2025/2026

Degree	Type	Year
School Library and Reading Promotion	OB	1

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Teachers

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Teaching groups languages

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

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.

Learning Outcomes

1. CA09 (Competence) Adopt quality criteria for evaluating reading habits reports and reading promotion projects that are appropriate to the context.
2. CA10 (Competence) Make proposals for the social promotion of reading in school and social contexts that consider reports on reading habits or are based on a specific prior analysis of the reading habits and attitudes of the target groups for said proposals.

3. CA11 (Competence) Present a reading promotion or research project while justifying it based on published evidence on reading habits, attitudes, and preferences.
4. KA12 (Knowledge) Critically describe the theoretical reflections and current debates in the field of the study of reading habits and the promotion of reading to become aware of the social and educational elements that transform reading culture and require new strategies for the promotion of reading.
5. KA13 (Knowledge) Identify needs in relation to the skills of interpretation of different literary genres in school and social contexts within the framework of planning strategies to promote reading.
6. SA14 (Skill) Propose fiction and non-fiction books and resources, while considering criteria on the characterisation of the socio-cultural context, the linguistic and narrative quality of the works and the reading promotion objectives pursued.
7. SA15 (Skill) Analyse different types of data according to its qualitative or quantitative nature, such as statistics or data from interviews with readers or mediators, within the framework of studies on reading habits and reading promotion.
8. SA16 (Skill) Develop strategies for innovation and creativity in the design of reading promotion activities based on studies of full current reading habits.

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, texts and target audience.
- The relationship of the promotion of reading with the school reading plan and the school curriculum project.

Activities and Methodology

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	

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.

- Reading and bibliographic debate in the classroom or in virtual forums.

Note: 15 minutes of a class will be reserved, within the calendar established by the center/degree, for students to complete the surveys to evaluate the performance of the teaching staff and to evaluate the subject/module.

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
Attendance and active participation in the face-to-face and virtual classrooms.	10%	0	0	CA09, SA15
Design of a reading promotion strategy (primary or secondary school) based on given texts: literary conversation and activities to encourage reading	40%	0	0	CA10, CA11, KA13, SA14, SA16
Participation in an online book club about childre'ns and teenager's books	10%	0	0	KA13, SA14, SA16
Writing a reflective text about the construction of reading habits in mediation contexts	40%	0	0	KA12

The assessment will be based on the activities submitted that will be commented on by the professor.
The activities that count for 40% will be submitted once the module is completed. The rest, during its development.
Participation in the forums and in the classroom will also be taken into account. The activities must make use of the readings of each topic.
There will also be mandatory activities between sessions and without a grade.
In order to be eligible for continuous assessment, the student must present and pass 80% of the activities. Otherwise, it will be considered Not presented.
The professor will return the evaluation activities in a period not exceeding 20 working days of the academic calendar.

Recovery
Reassessment is only allowed if the overall grade for both blocks is between 3.5 and 4.9.
Unapproved assignments may be resubmitted if the grade can be recovered fifteen days after receiving the first grade. A report of the changes made will be added.

Single assessment
It will consist of the following activities and with the percentages indicated in each case:
- Design of a reading promotion strategy for primary and secondary schools based on specific texts: literary conversation and reading animation activities: 30%
- Writing a reflective text on the construction of reading habits in mediation contexts: 30%
- Assessment interview: 40%
Deadline: one month after finishing the subject. Recovery will be allowed fifteen days after receiving the grade.

Plagiarism and use of AI
The performance of a test or assessment work that involves copying or plagiarizing written or electronic material is considered an irregularity and as such is graded with a 0 (Regulations governing the teaching plans of the subjects and the evaluation and grading of learning. Article 16.7 and annex).
Work carried out with Artificial Intelligence isnot allowed unless expressly notified by the teacher, and its use will be treated as plagiarism. Recording classes with any means, neither visual nor sound, is not allowed.

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Software

None.

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	second semester	afternoon