UAB
Universitat Autònoma de Barcelona

Research in Literary Mediation and Reading Promotion Contexts

Code: 45441
ECTS Credits: 6

2025/2026

Degree	Type	Year
School Library and Reading Promotion	OP	1

Contact

Name: Cristina Aliagas Marin

Email: cristina.aliagas@uab.cat

Prerequisites

None.

Teaching groups languages

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

Objectives and Contextualisation

This course involves a general approach to empirical research in social contexts of reading promotion and literary mediation. The basic knowledge of the principles of theoretical approach, methodological rigor and research ethics is presented in the service of understanding and improving literary mediation and reading response in promotional events linked to socioculturally diverse and multiple contexts. Apart from the research framed in reading training in the school context, which has a consolidated tradition, research is prioritized in the form of a case study of promotion experiences developed in leisure and informal learning spaces (such as the school and public library, the bookstore, the theater, the literary museum, the arts festival, the network, or family reading promotion programs), and the study of the multiple and artistic ways in which these experiences can be realized (book club, community virtual readers, family reading laboratory, storytelling, workshops, recitals, etc.). The critical-constructive reading of research articles promotes the integration of scientific culture in the field of reading promotion, so that this field of practice takes advantage of the scientific evidence of previous literature and at the same time contributes to the field of research with new evidence that result in new views, proposals and lines of action.

Learning Outcomes

1. CA14 (Competence) Adopt quality criteria to assess the rigour of previous national and international research on library and reading promotion experiences.
2. CA15 (Competence) Communicate both briefly and in person research about events involving the social promotion of reading while considering the theoretical perspective, the methodological design, ethical protocol, data interpretation strategy and results.
3. KA15 (Knowledge) Critically describe the empirical research linked to the field of study of literary education and reading promotion.
4. KA16 (Knowledge) Define the literature review according to the focus or theme of the research to identify scientific evidence that can guide the practice of reading mediation and promotion.

5. SA21 (Skill) Design research with relevant research questions and a coherent research design that includes multiple and varied data collection instruments in real contexts in the field of reading promotion.
6. SA22 (Skill) Analyse different types of data according to its qualitative or quantitative nature that has been collected using different tools (observations, interviews, focus groups, questionnaires, etc.).
7. SA23 (Skill) Guarantee social responsibilities in terms of inclusion in the design and universality of the design of research on experiences of reading promotion and literary mediation in different contexts (libraries, bookshops, museums, workshops, classrooms, etc.).
8. SA24 (Skill) Guarantee the ethical principles linked to access, participation, and use of information in the development of research in formal and informal education.

Content

- Introductory concepts on qualitative and quantitative research applied to reading promotion experiences: research design, research questions, methodology and ethics, data analysis, conclusions and identification of practical implications for the organization of literary promotion activities.

- Identification of scientific evidence from previous literature for the design and improvement of reading promotion activities.

- The understanding of literary mediation and reader response based on research evidence.

- Strategies for analyzing the impact of animation and promotion experiences on the reading habit, reading identities and literary learning.

- Critical analysis of research articles in the field of the school library and reading promotion

- Functions of research in the field of literary promotion: as a strategy for self-evaluation of a specific experience, or to answer practical questions and needs within the mediating community.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Autonomous (real research problems to design or solve)	50	2	CA14, KA16, SA21, SA23, SA24, CA14
Directed (face to face lectures)	18	0.72	CA14, KA15, SA23, SA24, CA14
Type: Supervised			
Tasks, challenges for solving, readings, presentations	82	3.28	CA15, SA21, SA22, CA15

The subject proposes to learn what it means to investigate with the methodology of learning based on challenges (ABR) which consists of analyzing the needs of an entity or institution with which there will be a relationship throughout the learning process. Therefore, based on a real challenge posed by an external entity or institution, we will work as a team to propose possible solutions, which will be planned and developed in three intertwined phases: Link/Compromise, Research/Prototyping and Implementation/Evaluation.

The training activity will be developed based on the following dynamics:

- Lectures and interactive classes

- Critical and constructive reading of research articles

- Debates on theoretical and methodological aspects of research

- Solving practical cases, challenges or specific problems linked to research (they may require field work outside the classroom*)

- Categorization and analysis of various data, both quantitative and qualitative

- Realization of oral presentations of activities and works

- Tutorials and monitoring of online activities

- Presentations and seminars by researchers

* Field work trips require a previous training course (virtual and short) and sign a responsibility document, which must be given to the teacher in charge.

Note: 15 minutes of a class will be set aside, within the calendar established by the center/degree, for students to fill in the teacher performance and subject evaluation surveys /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
Analysis and discussion of a research article	40%	0	0	CA14, KA15
Design and application of a research tool	50 %	0	0	KA16, SA21, SA22, SA23, SA24
Quality of the participation and contribution (in class and forum)	10 %	0	0	CA15, SA23, SA24

The evaluation of the module will be done through the indicated activities. A schedule of deliveries of the various activities will be given on the first day of class.
The final grade will be the weighted average of the planned activities. In order to apply this criterion, it will be necessary to obtain at least a 5 in all the activities carried out during the development of the module and the final work. On the first day of class, a schedule of activities and the final report of the module will be given.

Class attendance is mandatory. In order to obtain a positive final evaluation, the student must have attended a minimum of 80% of the classes.
There will be an individual review procedure for work and activities. The teacher will return the evaluation activities in a period not exceeding 20 working days of the academic calendar.
Deliveries will receive formative assessment (except in the case of single assessment).

You can only opt for recovery if you have delivered 66% of the assessment activities. Only individual memory/work is recoverable. The recovery will consist of a new delivery of the activities and an oral exam, which will be held in the third week of June and will be held at the UAB. Students who do not deliver the

assessment activities or whose delivery percentage does not exceed 20% will be recorded as NOT evaluable. Plagiarism or copying will result in failure and will be reported to the degree coordinator.

Unique 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 and oral presentations will be made on a single day (last day of class) . None of these deliveries will receive formative assessment. An evaluation interview is added to these activities. Therefore, in the case of opting for the single evaluation, the evidence that will be evaluated will be:
Analysis and discussion of a research article: 30%
Design and implementation of a research tool: 40%
Quality of participation and contribution (in classes and forums): 5%
Assessment interview: 25%

Synthesis examination

The subject does not allow a synthesis examination. Repeating students must complete the subject in its entirety.

Honesty in academic practice
Copying or plagiarism occurs when a text or part of a text from another person is presented as one's own and the sources are not cited. Copying or plagiarism in any type of assessment activity is a criminal offense, and within the framework of this subject, committing this offense will be penalized with a 0/unsuccessful as the final grade for the subject. The identification of this offense by the teacher implies the loss, by default, of the possibility of recovering the activity. The situation will also be communicated to the master's coordination. On the other hand, it should be noted that the attempt to copy also involves activities carried out in person in the classroom: if the teacher identifies a student who is trying to copy or who is using a device not authorized by the teacher, they will also be penalized with a 0/unsuccessful and this will entail the loss, by default, of the possibility of recovering the learning activity.

Use of technology and AI
Classes cannot be recorded with any type of technology, either audio or video. There is no reason to justify fraudulently recording classes beyond taking notes.
Within the framework of this subject, the use of Artificial Intelligence (AI) technologies is only allowed for stylistic correction of texts and in no case to generate their content. The student who uses any of these technologies must add to the annex of the learning activity a report on the use of AI that includes the following three parts: a) the original version of the text, b) which AI tool(s) have been used and the specific instructions given to correct or improve the style of the text (screenshots can be provided), and c) a critical reflection on how AI has been used and how the initial version of the text has improved through this process.

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Software

Any in particular.

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