

Degree programme	Type	Course
Early Childhood Education	OP	4
Primary Education	OP	4

Contact lecturer

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Group languages

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

Prerequisites

The students, as a future teachers, must have a good oral and written command of language, and show positive attitude and interest in the subject. In all the activities will be considered, therefore, proofreading, writing and formal presentation.

An attitude compatible with the educational profession is recommended, which involves active participation in classes, and critical contributions & respect.

Objectives

It is proposed to train teachers in the organization and the use of an essential educational instrument for school purposes. All the centers have a library and all the studies indicate their influence on the learning outcomes of the students. The evolution towards a society of the information fully immersed in the AI requires a citizenry formed in the dominion and the habit of the reading, the search of information and the digital alphabetization. The subject proposes that the students understand the school libraries like centers of diverse resources and fully integrated in the dynamics of the centers and their surroundings; know their different functions and services according to the needs of students and teachers; be able to organize and dynamise them, and have evaluation criteria to choose and update their materials, from children's books, both of fiction and of knowledge, to the websites and digital instruments, or the AI prompting.

Learning outcomes

1. Assessing the quality of the production of current and historical children's literature, multimedia products and children's magazines and their relevance to the educational needs of the students, and demonstrating skills in disseminating them and encouraging reading.
2. Identifying the needs of the different types of users, selecting the appropriate funds, organising them in a suitable way and providing guidance in search and reading activities.
3. Identify learning needs of the adult population in the information society.
4. Identify situations in which a change or improvement is needed.
5. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
6. Propose new ways for measuring success or failure on implementing innovative proposals or ideas.

Contents

1. Social literacy and reading habits in current societies.

1.1. The transformations caused by reading in new supports.

1.2. Uses and social habits of reading.

1.3. Resources and webs of educational support for reading and AI use.

2. Functions and organization of the school library

2.1. The community users of the library.

2.2. The organization of the library: space, furniture, facilities and arrangement of funds.

2.3. Services and management of the library: loan, use of the network, training and guidance of users, promotion

reading and cultural extension.

2.4. The relationship between the school and classroom library.

3. The reading plan of the educational centers.

3.1. Preparation of center reading plans (Planes de Lectura de Centro).

3.2. Training activities for reading and searching for printed and digital information from the library.

3.3. Literary reading formative activities and creation of reading habits from the library.

3.4. Resources of diffusion of the resources and activities of the library: blogs, exhibitions, games and competitions, etc.

4. The different corpus of the school library.

4.1. The quantitative and qualitative composition of the library resources.

4.2. Type of resources: informative, fiction, and electronic resources references.

4.3. Types of fiction and non-fiction materials for children in different media .

4.4. The criteria for selecting and updating the resources.

4.5. Resources for the selection.

5. Relationship of the school, family and social context in reading education.

5.1. Collaboration with public libraries in the area.

5.2. The collaboration with the families and other entities.

5.3. Coordinated actions to promote reading and cultural activities.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Tutorial	14	0.56	
Works and readings	75	3	
In-person clases in large group	45	1.8	

45 hours class: contents and basic questions of the subject with the entire class group through an open and active participation by students, practical work hours supervised by the teaching staff and school practices, different activities and visits to school libraries. Students will also have to prepare group activities outside the classroom as work of the subject in the proportion regulated for all subjects according to their credits.

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	Weight	Hours	ECTS	Learning outcomes
Visit of a school library and do a vídeo (individual activity)	30%	8	0.32	4
Make a board game and presentation of digital resources to improve the information literacy (individual activity)	30%	4	0.16	2, 5
Exposition group about a temathic selection of books and materials for a school library	40%%	4	0.16	1, 3, 6

Students must attend at least 80% of the classes to qualify for the evaluation; otherwise, they will be required to take the recovery assessment. With this precondition, the evaluation will be carried out through the mechanisms and activities indicated. The school library activity trip is free, and It will be during class time. Students who can't attend the trip will have to do an extra work with some readings about school libraries.

To be able to pass the subject you must have submitted all of the three works. School library analisis: evaluation on march 4th; Webquest digital resources: evaluation on may 6th; children's book expositin: evaluation june 10th. Written or oral activity that don't demonstrate a good command of the language or problems with plagiarism and copyright aspects will be failed. The students who during the course have submitted at least two of the three works, but finish them with a failed part, will have the opportunity to pass the course redoing the failed activities on the 17th of june. There is no comprehensive exam in this course, and the use of generative artificial intelligence is allowed, as long as its use and process are made explicit: the omission of this process is covered in the assignment rubrics with a penalty of 20% of the grade.

Single evaluation

This subject provides a single assessment. The evaluation activities will be the same as the ordinary evaluation, but they will all be individual. All of the activities must be submitted on June 10th. The same recovery system will be applied as in the ordinary evaluation and its recovery date will also be the same.

Bibliography

Books

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TILKE, A. (2002) *Managing your school library and information service: a Practical handbook*. London: Facet.

School library programs & children's literature digital resources

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<http://www.fbofill.cat/projectes/bibliorevolucio>

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Software

Google Forms

Corubrics

Google Sites

Canva

Imovie, Windows Movie Maker or similars.

Polaris & Vega

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	70	Catalan	second semester	afternoon