

Degree programme	Type	Course
School Library and Reading Promotion	OB	1

Contact lecturer

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Group languages

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

Prerequisites

None.

Objectives

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

- CA09 (Adopt quality criteria for evaluating reading habits reports and reading promotion projects that are appropriate to the context.) Adopt quality criteria for evaluating reading habits reports and reading promotion projects that are appropriate to the context.
- CA10 (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.) 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.

- CA11 (Present a reading promotion or research project while justifying it based on published evidence on reading habits, attitudes, and preferences.) Present a reading promotion or research project while justifying it based on published evidence on reading habits, attitudes, and preferences.
- KA12 (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.) 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.
- KA13 (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.) 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.
- SA14 (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.) 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.
- SA15 (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.) 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.
- SA16 (Develop strategies for innovation and creativity in the design of reading promotion activities based on studies of full current reading habits.) Develop strategies for innovation and creativity in the design of reading promotion activities based on studies of full current reading habits.

Contents

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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Activities aimed at analysing, selecting and assessing classroom materials.	18	0.72	
Reading the articles and materials related to the contents covered in the course.	50	2	
Participation in online debate forums and elaboration of course assignments.	82	3.28	

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.

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
Writing a multimodal reflective text about the construction of reading habits in mediation contexts	40%	0	0	KA12
Participation in an online book club about children's and teenager's books	10%	0	0	KA13, SA14, SA16
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	40%	0	0	CA10, CA11, KA13, SA14, SA16

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. The delivery schedule will be provided on the first day of class.

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: 30%
- Writing a multimodal 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 is not 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.

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
(TEm) Theory (master)	1	Catalan	second semester	afternoon