



Universitat de Lleida

# DEGREE CURRICULUM **SCHOOL LIBRARIES**

Coordination: FALGUERA GARCIA, ENRIC ANTONI

Academic year 2023-24

## Subject's general information

Subject name	SCHOOL LIBRARIES			
Code	100744			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	4	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	1		1
Coordination	FALGUERA GARCIA, ENRIC ANTONI			
Department	EDUCATION SCIENCES			
Important information on data processing	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FALGUERA GARCIA, ENRIC ANTONI	enric.falguera@udl.cat	6	

## Learning objectives

1. Be a competent reader with the ability to transmit the values of reading.
2. Be a competent user of libraries and information resources in general.
3. Know how to integrate the search for information and the use of the library (information skills) by students in teaching practice.
4. Establish collaboration with public libraries.
5. Organize the operation of the library and its services and its dynamics in the center.
6. Select and acquire new document resources based on a collection policy.
7. Design, execute and evaluate the library project.
9. Manage space and time in the library.
10. Explain correctly to different audiences.

## Competences

CG1 Correction in oral and written communication.

CG3 Mastery of Information and Communication Technologies

CG5 Communicate with the different educational agents effectively in the different educational settings: in the classroom, in the teaching team and with the educational community.

CG7 Manage the appropriate information for the development of the functions of the profession. Knowing and understanding the changing social reality in which they carry out their work educational. Recognize changes in society and know how to evolve with them. Know how to change.

CE12 Understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood schools and their professionals. Knowing models of quality improvement with application to educational centers, promoting continuity between the educational cycles and stages of the school environment and other socio-educational, family and community contexts, paying special attention to the characteristics of the rural environment.

## Subject contents

School library. Concept and characteristics.

Bases for the operation of the school library.

Library project.

Reading plans and cataloging of the bibliographic collection

Library, school, revitalization and reading plans.

## Methodology

On-site 60%

Teacher exposure 10%

Classroom practice (individual / group) 30%

Student exhibitions: oral and multimedia: 20%

Visits / conferences 10%

Not present 40%

Individual and team work 30%

## Development plan

Every 5 course sessions, you will be able to assess the evidence of each topic. The plan to follow will be:

2h of introductory master class

16h personal research + online consultations

2h of oral presentation of the topic

## Evaluation

Throughout the 6 credits, four evaluation activities will be requested:

1. Creation of a children's library: Selection of texts for use in the classroom. This selection will be made from the following THEMATIC LINES that are specific to Early Childhood Education. A single THEMATIC LINE will be chosen: (30%)

- a) Games and Toys.
- b) Food.
- c) Family and sexual diversity.
- d) The means of transportation.
- e) The trades.
- f) Animals.
- g) Death and its didactics.
- h) Sports.
- i) We should not be afraid of ...
- j) The human body: us and others.
- k) The house: parts and elements.

2. Design a Reading Plan from the selected books for the creation of the School Library (30%).

This Reading Plan will contain reading itineraries for Early Childhood Education students, their Families and Early Childhood Education Teachers.

3. Classify material from a School Library following the CDU. (10%).

Each selected literary work will be taught to classify to give it a classification label according to the Universal

Decimal Classification.

4. Didactic exploitation of the selected books for the creation of the School Library (30%).

## Bibliography

Durban Roca, G. (2010): *La biblioteca escolar, hoy. Un recurso estratégico para el centro*. Barcelona: Editorial Graó.

Durban Roca, Glòria: "De la periferia al centro de la escuela: la Biblioteca Escolar como agente pedagógico interdisciplinar", *Mi Biblioteca*, número 23, 2010, pàgines 46-55.

García Herrero, J. (2010): *Utilidad de la biblioteca escolar. Un recurso al servicio del proyecto educativo*. Gijón: editorial Trea.