

**COURSE DATA****Data Subject**

<b>Code</b>	43479
<b>Name</b>	Methodology of literary education
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.5
<b>Academic year</b>	2024 - 2025

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
2157 - Master's degree in Research in Subject Didactics	Faculty of Teacher Training	1 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2157 - Master's degree in Research in Subject Didactics	6 - Research in literary education	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
BALLESTER ROCA, JOSEP	80 - Language and Literature Education
BATALLER CATALA, ALEXANDRE	80 - Language and Literature Education

**SUMMARY**

The subject of *Methodology in Literary Education* is linked to that of *Research in Literary Education* as they are part of the same subject in the curriculum. In general, the main objective of the course is to pay attention to the methodology in the main lines of research developed in literature didactics in order to provide the student with the necessary knowledge to start supervised research work.

Attention is paid to the methodological foundations of literature didactics, ranging from the chronological axis of literary history to the study of the morphological components of literary discourse. Nor will we forget text commentary or comparative literature and the growing development of the promotion of reading. It is also necessary to study the evolution of literary teaching that has now become considered literary education



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No enrolment restrictions with other subjects in the curriculum have been specified.

#### Other types of requirements

The previous knowledge required is that of graduates in areas such as philology, communication sciences or humanities, with special attention to the linguistic, communicative and literary competence that any specialist in the area of language and literature should possess.

### 2157 - Master's degree in Research in Subject Didactics

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Diseñar y desarrollar una investigación, de alcance ajustado a las limitaciones temporales de la formación, con el fin de poner en juego de forma cohesionada y coherente, todas las competencias investigadoras desarrolladas en otros módulos.
- Use appropriate bibliographical references that are relevant scientific background to the proposed research.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Conduct quality research in the scientific field of Specific Didactics using the methodologies, techniques and procedures of this discipline.
- Integrate ethical values and responsibility associated with research tasks into one's own research.
- Create spaces for research and learning with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.



- Evaluate current research problems on teaching or learning in the fields of knowledge characteristic of Specific Didactics.
- Synthesise historical, epistemological and ontological aspects associated with the emergence and evolution of research in Specific Didactics.
- Synthesise relevant research problems on learning or teaching in the disciplines belonging to Specific Didactics.
- Value the social importance of research in Specific Didactics and the need to apply the results of research to improve the quality of education and make it available to all citizens.
- Search and synthesise information on research results in bibliographic, material, virtual, etc. repertoires useful to support a new research project.
- Critically analyse, from the point of view of research in Specific Didactics, the performance of teaching, good practice and guidance using quality indicators.
- Develop and apply innovative teaching proposals in the field of specialisation in each specific didactic area.
- Understand and apply specialised research procedures in Specific Didactics.
- Analyse current tools and methods used in didactic research in order to develop didactic units for innovation and research in the classroom.
- Identify, analyse and evaluate national or international research publications in the field of Specific Didactics.

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The Methodology in Literary Education course aims to provide students with the fundamental epistemological and didactic bases to be able to approach the reading and analysis of scientific publications in the specialisation. Students in this subject are expected to have achieved the following results by the end of the course:

- Know the main lines and topics of research in development in literature didactics and become familiar with the main research groups and authors of studies.
- Know and competently use the main databases, journals and other international sources of information on research in literature didactics, and know how to search for and find specific information in them.
- Know and use electronic resources to retrieve scientific information.
- Know the development of and update knowledge on basic sciences that are related to research in literature.
- Deepen the conceptual, methodological, procedural, interpretative and critical aspects of literature didactics, through the systematic study of recent research studies, specialising in each topic of interest, and participating in scientific forums on an international level.



- Replicate totally or partially qualitative and/or quantitative research focused on some problem of current interest in literature didactics.
- Prepare scientific reports on a set of research works around a topic, in order to know and make known the state of the subject in a specific line of research in literature didactics.
- Know how to adequately pose new research questions and justify, with scientific criteria, their relevance and interest in literature didactics.
- Use expert criteria recognised in literature didactics to assess and judge the quality of studies and publications or research presentations of their own or others.
- Know and critically analyse the development of new theories and models in language teaching research in order to define a suitable framework for their own research.
- Analyse the relevance of qualitative and/or quantitative procedures for obtaining and processing research data, based on expert criteria of a broad international consensus, for use in their own research projects.
- Transfer and apply advances in knowledge to solving problems related to literary education in different contexts, with special attention to multilingual and multicultural contexts.
- Present their own research project in a rigorous and appropriate way to the context or means of communication of the presentation (scientific or informative publication, conference, teacher refresher course, etc.), respecting the criteria of quality and validity.
- Apply the criteria of scientific rigor, validity and methodological reliability to their own research to ensure its pertinence, relevance, scientific interest, methodological quality and consistency in the conclusions.

## DESCRIPTION OF CONTENTS

### 1. Methodological foundations of literary education

- 1.1. The diachronic axis of literary history
- 1.2. Writing workshops and the promotion of text production
- 1.3. The thematic and topical organization of literary content
- 1.4. Commentary on texts
- 1.5. The practice of comparative literature
- 1.6. Genology or didactic application and analysis of literary genres
- 1.7. The diversity of strategies for the promotion of reading
- 1.8. Study and analysis of the morphological components of literary discourse

**2. Evolution of literary education**

- 2.1. Historical and collective heritage
- 2.2. Analysis and interpretation of the text
- 2.3. Educational value of literature
- 2.4. The transition from literary teaching to literary education.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	21,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	6,50	0
<b>TOTAL</b>	<b>87,50</b>	

**TEACHING METHODOLOGY**

Various methodologies for teaching and student work will be applied, depending on the type of activity to be carried out:

- Face-to-face theory and practical classes in which the contents of the subjects will be worked on and debated and activities will be carried out that use different teaching resources.
- Group work aimed at promoting cooperative learning and reinforcing individual work, the defence of this work may be individual or collective, and may be presented before the whole group or in small groups.
- Supervised or independent work, either individually or in groups, to carry out projects, prepare materials, research information, etc.
- One-to-one meetings with the tutor to track the student's progress (during tutorials).



## EVALUATION

There will be a joint assessment of the subjects 43479 Methodology of literary education and 43480 Research in literary education. The assessment will be continuous. Students who monitor the daily classroom activities (activities carried out during the non-recoverable face-to-face sessions) as well as the recoverable activities requested by the teaching staff, will be eligible for continuous assessment as long as their attendance exceeds 80% of the sessions.

In the case of not keeping track of the daily activities, students will pass to a final assessment modality that will involve the delivery of an individual work and/or a written test (they will keep the grade of all the recoverable continuous assessment activities and they will keep the grade of those not recoverable activities carried out in the classroom).

In the continuous assessment modality, the assessment will consist of

- Written work: 50%.
- Completion of classroom tasks and oral presentation of work: 50%.

## REFERENCES

### Basic

1. Asiáin, A. i López-Pérez, M. V. (2022). Multimodalidad y didáctica de las literaturas, Graó.
2. Bordons, G. i Díaz-Plaja, A. (coord.) (2004). Ensenyar literatura a secundària: formant lectors crítics, motivats i cultes. Graó.
3. Cassany, D. (2021). L'art de fer classe. Anagrama.
4. Centelles, J. (2005). La Biblioteca, el cor de l'escola. Rosa Sensat.
5. Chambers, A. (2007). Dime. Los niños, la lectura y la conversación, Fondo de Cultura Económica,
6. Gisbert, F. (2015). Una història de la literatura infantil i juvenil valenciana. Bromera.
7. Jover, G. (2007). Un món per llegir. Educació, adolescents i literatura, Rosa Sensat.
8. Larranaga, E. i Yubero, S. (2022). Promoción lectora y perspectivas socioeducativas de la literatura. Dykinson.
9. López-Río, J. (2011). Per a una pedagogia del discurs. El comentari de textos com a eina educativa. Perifèric Universitat de València.
10. Vidal, V. (2020). Una història de la literatura popular valenciana (1873-2019). PAM.



### Additional

- 1. Badia, M. i Lladó, C. (2013). Els àlbums i els llibres il·lustrats: una descoberta, diverses veus, Generalitat de Catalunya. Departament d'Ensenyament.
2. Bataller, A. (2015). El taller de escritura poética y la educación literaria. Dins X. Núñez, A. González, C. Pazos i P. Dono (coords.), Horizontes Científicos y Planificación Académica en la Didáctica de Lenguas y Literaturas (pp.101-118). Edicions Húmus.
3. Bataller, A. (2022). Experiència estètica, literatura i territori: la ruta literària com a dispositiu didàctic. Dins Pere Quer (ed.) Teoria i pràctica de les geografies literàries (pp. 63-83). Eumo.
4. Bataller, A. i Coll, M. (ed.) (2014). Literatura oral i educació: simbiosi i complicitats, GEE.
5. Borja, J., Gisbert, F., Labrado, V. (2022). Guia inacabada de la fantasia valenciana, L'ETNO, Museu Valencià d'Etnologia.
6. Chambers, A. (2007). El ambiente de la lectura, Fondo de Cultura Económica.
7. Corro, C. (2023). Lectures que fan lectors: l'educació literària d'infants i joves, Eumo Editorial.
8. Devís, A. (2019). La literatura popular: entre la universalitat i el particularisme. Temps d'educació, 56, 207-220.
9. Sunyol, Víctor (2013). Escritura Creativa: Recursos i estratègies. Eumo.
10. Tabernero, R. (ed.) (2022). Leer por curiosidad: los libros de no ficción en la formación de lectores. Graó.