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Training in Giżycko: November 2020

Developing readership skills on the basis of the publication

"Readership – A New Quality"

Author: Kazimierz Ambroziak

District Education Development Center in Giżycko.

Giżycko - November 2020

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"Readership – A New Quality"

This publication (CZYTELNICTWO – NOWA JAKOŚĆ), edited by Beata Janik and Wanda Bukowczan, is the fruit of the work of the New All-Poland Pedagogical Library Forum. It contains texts by 16 authors working in various pedagogical libraries in Poland. Each of them describes different strategies/methods of popularizing reading.

I encourage you to read the original publication, which can be found on the Internet or borrowed from the online bookstore www.akademicka.pl

The information presented in this presentation is, for technical reasons, limited to selected excerpts from this publication. It may also contain an unintentional trace of the author's views.

Sylwia Czacharowska
Warmia and Mazury Pedagogical Library
named after Professor Tadeusz Kotarbiński in Olsztyn
Reading - tradition and contemporaneity

The author analyzed the Polish language curricula of 1963, 1974, 1985 and 1992, and found a tendency for a decreasing number of obligatory reading titles, shorter and shorter lists of supplementary titles and fewer and fewer titles to choose from. For example: in 1963, students in the third grade of elementary school had seventeen titles to read; in 1974 - fifteen; in 1985 this list had only seven items for compulsory reading and the same number in 1992.

Sylwia Czacharowska disagrees with the view that school readings discourage children/youths from reading. She believes that in the old days (before 1963), in spite of children's/young people's reluctance to read, school requirements were clear and, for the most part, acceptable. School is for teaching, and learning involved reading books, so those who did not read them did so at their own risk.

According to the author, the key issue that has had the most impact on today's reading situation has been the change in attitude towards students. The mistake was the assumption that school must be "student friendly," the replacement of requirements with skills, and the attempt to objectivize grading through a system of external exams.

The mistakes in the approach to students were compounded by the rapid technological revolution and the obvious drive of the society for a better, richer life after half a century of communist deprivations. "To have" has trumped "to be." And school "friendliness" turns out to be a consent for less learning, less reading, less writing, less demands...

The author concludes that first of all school needs to be fixed. There should be a place in school for the shaping of the reader, compensating for the deficiencies of home reading socialization, in addition to many other very important roles that school, by its very nature, plays.

In grades I-III, instruction should be based on the classic book, read first by the teacher and then by the children. Children should be equipped with the ability to focus their attention, understand the text being read, and stimulate their imagination.

And above all, one must prudently but firmly demand.

Quote from the author's statement:

"After all, school is there to teach confrontation with the world, which by definition is not friendly. After all, school is work, there is no learning and its effects without work, so there is no possibility of giving up or reducing the requirements if the school is to be effective".



Magdalena Wojcik

Institute of Information Science and Library Science, Jagiellonian University
New ideas for reading promotion - state of research and examples of good practice

Examples of good ideas

1. Library escape room, which was organized by the library of the Maritime Academy in Gdansk as part of the Library Week 2015. Participants have to get out of the locked room after solving puzzles that test skills in reading with comprehension, information retrieval, and use of library resources.



2. The game consisting in acting out adventures of popular book characters with preparation of appropriate scenery, props and costumes, e.g. Harry Potter. Such an event was prepared by the Public Library in Częstochowa.



3. Field games e.g. the game organized by the New York Public Library. There were clues hidden in the area of the library to help to find one hundred most famous documents. The 500 participants spent the whole night looking for selected documents, and after finding them, they read them and wrote a short essay on how the found document can be useful to contemporary audiences.

4. Creating hip-hop songs based on texts by well-known authors, such as Julian Tuwim or Aleksander Fredro, and presenting them in the form of a concert. The initiative of Municipal Public Library in Olsztyn.

5. The use of mobile technologies e.g. the Wolf Walk application which adds an additional layer of information to the real image of the viewed buildings, objects or places, showing the historical significance of the objects and presenting the curiosities related to the given place.



Aleksandra Więk

Main Library of the Pedagogical University in Kraków

**The Importance and Forms of Promoting Readership in a University Library
on the Example of the Main Library of the Pedagogical University in Kraków**

Ms. Aleksandra Więk suggests the following forms of reading promotion:

1. maintaining a "library" blog, which enables two-way communication between library staff and potential readers. At the Main Library of the Pedagogical University of Krakow, the BLOG maintained by library staff includes categories: Curiosities, Reading, New Technologies, Law, Questions to the Librarian, Events, Regulations.

Everyone can log on to it, analyze and apply good solutions in his action.

Link to the library blog described above:

<http://bibliodziennikbgup.blogspot.com/>

2. running a website on Facebook

Almost half of Poland's population (14 million) has accounts on this social networking site. Therefore, it can also be used to promote reading. In Krakow, Library staff use the Facebook page to share links to interesting articles, websites and multimedia related to books and reading, as well as links to the Library's blog.

Link to the library's facebook page

<https://pl-pl.facebook.com/bibliotekaUP>

3. Organization of competitions

Library systematically organized art competitions for children in preschool and school age inspired by literature, books and library, for example, illustrations of works by Jan Brzechwa, Joanna Papuzińska and Maria Konopnicka. The subject matter of the competitions also concerned the image of the library, the librarian, the reader, and books. The number of participating schools and children is steadily growing



4. Organization of Researchers' Nights

The library has organized three editions of Researchers' Night. Very different themes were chosen. For example, in the 2015 edition, the workshop "The mysterious world of the traditional and digital library" was prepared, during which participants listened to a lecture, took part in a multimedia show, competitions, games and activities related to the activities of the library and the presentation of professional equipment for digitization of collections.



5. Conducting special forms of education oriented at promotion of reading. The Main Library of the Pedagogical University runs the University of Children and Parents, where once a month, for children from five to ten, it organizes lectures and workshops devoted to the library and books, awakening their reading interests, familiarizing them with the activities of the library, books and its history. This is done in the form of games, multimedia shows and presentations, and at the end each child receives an entry in a special index.





6. **social campaign "Zaczytani"** (people who read very often) which consists in collecting books for children's hospitals and hospices. The campaign is promoted on Facebook and the website, as well as through posters and flyers. At the Main Library of the University, in a specially marked place, everyone can leave books, which then go to children in hospitals.

7. **The Night of Libraries** - is the participation in a nationwide action. During the Night workshops, lectures, concerts and shows are organized. Since the first edition of the Night there has also been organized a literary competition addressed to the readers of the BG UP entitled *Qui scribit, bis legit* (he who writes, as if he reads twice), which each time is given a different motto, often associated with the theme of the Night, to inspire the submitted works. A free e-book containing the winning and honorable mention entries was also published.



Beata Janik

Hugon Kołłątaj Pedagogical Provincial Library in Kraków

Forms of reading promotion on the example of libraries and schools abroad

1. Classroom libraries (reading-friendly school space)

According to the author, books and the process of reading should be blended into the students' environment. This is made possible by a classroom library containing textbooks, reference books, popular science books, scientific books and popular press related to the field of knowledge taught in this learning space. The collection of printed knowledge sources may be supplemented with a digital set or organization for easy access to such sources.

Printed/digital sources of knowledge and the process of reading (let's add - reading with understanding) can/should be an important part of the teaching process. This is all the more important because in a classroom unit, we may have (terminology from a reading survey conducted by the Educational Research Institute) "active readers (reading obligatorily and in their free time), spontaneous readers (reading only in their free time, but ignoring compulsory reading), school readers (reading only compulsory books/readings) as well as non-readers.

The educational environment of the Gizycko County, met an excellent example of the use of such promotion in a vocational school in Bornholm, Denmark. There they demonstrated a learning room consisting of three segments - a room where students can study under the guidance of a teacher - Lecture Room, a room for collaborative work - Stude Room and a room for practical work - Practice Room.

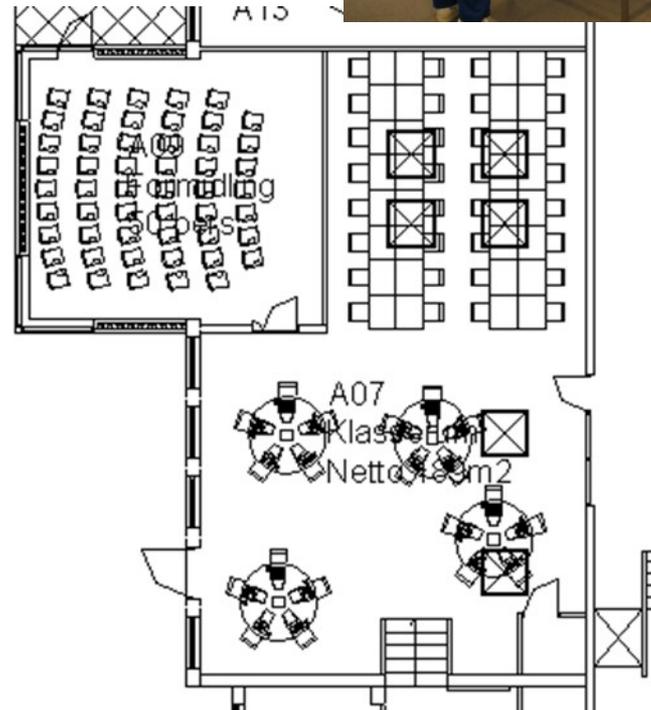
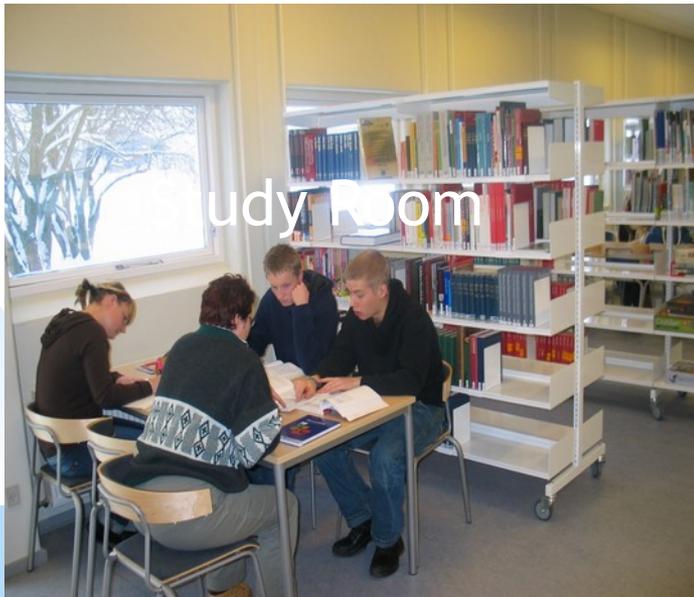
This is shown on the next slide.

The classroom library can/should also be placed in sports rooms (gymnasiums), and one of the promoters of reading can be physical education teachers. The same applies to vocational subjects, including practical subjects



Reading Corner in
Municipal Kindergarten
No. 4 in Gizycko

Learning room in a school on Bornholm (source - project of Gizycko District)



Class libraries are appreciated by teachers. In the project undertaken by the Poviát Centre for Education Development in Giżycko, which was submitted to the Regional Operational Programme for Warmia and Mazury, teachers developed sets of books with which their class libraries should be equipped). It was planned to buy 4,100 books for four schools for approximately PLN 200,000. It is a pity that the experts of the Marshal's Office in Olsztyn, having considered the applications submitted in the competition (there were 79 of them) and having selected only 32 projects due to the available funds, did not choose ours for co-financing.

Perhaps this was due to the fact that the competition was about the modernization of vocational education, which is associated with new teaching aids, internships in modern companies, or additional courses that allow you to acquire competencies necessary in the labor market. It is possible that access to modern knowledge through the creation of class libraries seemed less necessary to experts. Also, the first action is not always successful.

To the participants of the training and to the readers of the presentation I would like to draw attention to the presentation of Municipal Kindergarten No 4 in Giżycko, where the space conducive to reading is (as I believe) fully realized.

2.The example of celebrities

The author says that the example of reading individuals will be even more effective if celebrities are shown reading. He gives the example of the National Literacy Trust, a British organization dedicated to promoting reading. As part of this effort, the organization is implementing the Premier League Reading Stars project. It is addressed to children aged 9-13 years, especially boys. Footballers personally participate in meetings organized with students in schools and libraries enrolled in the program.

In Poland, you can show Robert Lewandowski (perhaps a footballer also known in Lithuania and Latvia), who with good diction and acting skills reads a fairy tale to his daughter.

This film is available on youtube at

<https://www.youtube.com/watch?reload=9&v=t3VaEgUFnOI>

You can also demonstrate the reading set of Kamil Stoch (three-time Olympic gold medalist) and other Polish athletes

<http://elitaczyta.pl/kategoria/swiat-sportu/>

as well as other famous people - ambassadors of reading

<https://calapolskaczytadzieciom.pl/o-fundacji/>

AMBASSADORS

3. The student's own choice of books to read

For students to enjoy reading, they need to read what they like or what interests them. Therefore, students can be allowed and even encouraged to browse the library on their own and select books that interest them. This is especially important during a student's first visit to the library.

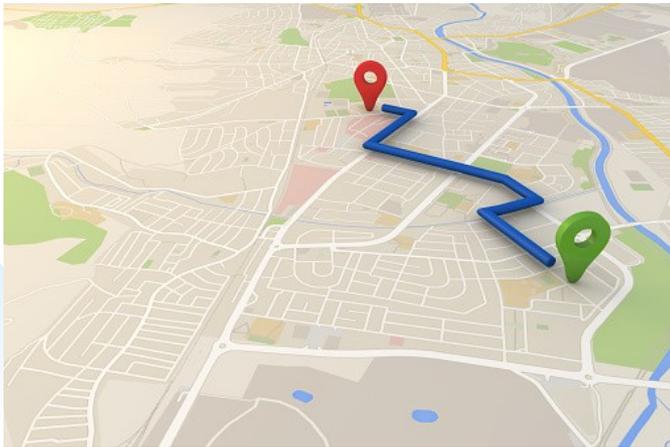
4. Book sharing platform.

Students can share books that have influenced them in some way, or that they simply enjoyed. They can describe their impressions and encourage their peers to read them. At school it is the easiest to build such a platform in the classroom, the organiser and participant of the exchange can be the class teacher, but also the teacher of each subject. After all, books are not only novels or poems, but also popular science books or widely available magazines. A vocational or physical education teacher is also a person who reads books and press on various subjects for pleasure.



5. book diary

A shared class diary of books read in the form of a notebook located in the classroom can be particularly useful. Each student who has read a new book writes down the name of the author, the title of the book and his/her impressions, which can take the form of illustrations. Older students may keep such a journal in the form of a blog.



6. Literary map

This is a map of the "places visited" through reading the book. What would be the map of "The Deluge" by Henryk Sienkiewicz ? Wodokty, Kiejdany, Tykocin, Częstochowa, Głogów, Nowy Sącz, Prostki ... The creation of the map can be either an independent task for interested readers or a joint class project.

7. Booktalking

It is a way of promoting a book by introducing the main characters and_telling some interesting passages - scenes, sharing positive impressions after reading. Booktalking that is based on marketing techniques should resemble enthusiastic recommendation of a product for sale.

8. Book tasting

It is a form of promoting books by spreading them on tables. The composition of the tables can be different, e.g. each table can contain different genres of books: adventure, historical, fantasy, comics, audiobooks. There can be an original decoration of the room where the event takes place, refreshments are also advisable.

Students are divided into groups, they browse books at one table, note the title, author, read excerpts. They may discuss them with the librarian. After reviewing the contents of one table, they move on to the next table

**Read this book.
It is really worth it !!!**



9. Reading aloud in class

This can be used in the classroom when, for example, analyzing literature. A joint recitation/reading can be used, with one group playing the male roles (e.g. girls), another the female roles (boys), others the voices of nature, and still others can develop background music. Reading aloud to students together will certainly reduce the level of insecurity in shy people and allow them to actively participate in the activity.



10. Pupil adaptations of difficult readings

The language of compulsory reading is a major problem for today's students. Few contemporary students will be able to read the descriptions of nature in "Above the Niemen" and understand the language of "Around the World in 80 Days" in the 1873 translation. But you can use this idea by motivating students to adapt the work into a comic strip or play. By completing such an assignment they will read and understand the original.

11. use of QR codes

(Wikipedia - QR code (Quick Response, quick response - an alphanumeric, two-dimensional, matrix square graphic code developed by the Japanese company Denso Wave in 1994. QR codes can be used on mobile systems using specialized software. Android supports URL redirection which allows QR codes to send metadata to applications on the device) .



During a library lesson, students can find codes hidden in various places in the library, read the coded information and follow the instructions. The codes can link students to movies, reviews, posters, or interviews with authors. QR codes can also be used to create a simple exhibit or informational poster. All that is needed to "view" the exhibition is a phone with an app that reads QR codes.

12. use of ICT

This could be a variety of activities to work with books e.g. Designing bookmarks, advertising posters, screen savers or other covers for compulsory literature.

It can be a timeline organizing the plot of a novel. It could also be a multimedia presentation of the book made in Prezi or Power Point, which gives the possibility to convert it into a movie.



13 Library exhibitions

A library exhibition provides an opportunity to interact with readers, to stimulate their interest in a particular topic, and to make contact. It is important that it be organized in a place accessible to the reader. Organized in the library, it will be accessible only to those who are there, or active readers.



Exhibition organized in the District Pedagogical Library in Gizycko

Conditions (according to the author) that should be met for students to become active readers:

- 1. Free choice of books to read.**
- 2. Showing example of adults, including teachers, reading for pleasure.**
- 3. Involving pupils/children/young people in various activities - playing with books and texts, using their artistic, musical, acting, computer skills and creativity.**



Children in the District Pedagogical Library in Gizycko

Dorota Fortuna
National Library
ACADEMICA - digital
interlibrary loan
service of scientific
publications

Link to the Academica system

<https://academica.edu.pl/>

The author presents the ACADEMICA system, based on a network of computer terminals in libraries throughout Poland, through which users gain immediate access, above all, to contemporary scientific publications in digital form.

ACADEMICA is a database containing over 1.6 million publications in various fields of knowledge, including over 900,000 scientific texts, protected by copyright and not available in Polish digital libraries. It is based on the National Library Repository and is enriched with about 500 new titles every day.

Academica system terminal is also located in the District Education Development Centre in Giżycko/ District Pedagogical Library in Giżycko

Lidia Ippoldt

Pedagogical Library in Skawina

With a Book in the Children's Land of Non-Reading, or Several Ways to Encourage Children to Read

The author in discusses the process of reading education of a young person.

He formulates several necessary conditions. These are:

1. Daily reading to the child from birth (especially to boys).
2. The selection of a literary text should be guided by the following criteria:
 - the age of the child, his/her perceptual abilities,
 - the purpose of the work, e.g., to be learned by heart,
 - the intended educational goal.
3. go with children to the library or bookstore and take advantage of the librarian's or bookseller's in choosing a book to read.



4. The library should not only be visited by parents with their children, but also by kindergarten teachers and their children's groups.
5. In the kindergarten itself, books should be present on a daily basis. In each kindergarten room, there can be a place for a book shelf, and reading aloud can take place during the "book time".
6. Reading stimulation is required not only for preschool children, but also for students at all stages of education.
7. Purchase more interesting books from popular genres for school libraries.
8. School libraries/schools should/could conduct/organize :
 - discussion clubs,
 - storytelling activities about interesting books read by young adults,
 - educational reading games,
 - writing workshops for children and young adults,
 - play theater.



Discussion with young people at the District Pedagogical Library in Gizycko

Anna Walska-Golowska

Hugon Kołłątaj Pedagogical Provincial Library in Kraków

"Kamishibai as an educational tool and an alternative form of reading".

To promote reading, the author suggests using kamishibai theater.

(Wikipedia - Kamishibai is literally a paper theater. It is a traditional Japanese art of telling stories with the help of illustrations made on cardboard boards, put into a small, flat, wooden, partially open box, which serves as a stage/screen).

When working with children, the teacher can use kamishibai to tell fairy tales, fables or other stories. Changing the illustrations makes it easier for children to understand the text being told. Thanks to visualization and children's imagination, in which everything can "become real", children are very interested. The wooden theater can contain cards to familiarise children with literary texts, to teach them a foreign language or even mathematics - it all depends on the teacher's imagination. The stories told can therefore be longer or shorter, and the cards inside the kamishibai can be creative, thus combining elements of learning and fun.



Kamishibai in the District Pedagogical Library in Gizycko

Maja Wilczewska
Pedagogical Library of the Regional Methodological Center in Gorzów
Wielkopolski
"Support for reading"

The author describes types of forms of teacher training in reading promotion. She describes, among other things:

- 1. Workshop "Books on laps in reading education" - a tool to support reading, i.e. the use of lapbooks in working with students in Polish libraries and the technique of creating folders and elements that make them more attractive.**
- 2. Workshop "Comics in the library and at school". During the workshop, participants were introduced to the history of world and Polish comics, as well as the most famous comic book works, including the Pulitzer Prize-winning "Maus" by Art Spiegelman and the Nike Literary Award-nominated "Adventures on a Desert Island" by Maciej Sieńczyk. They also completed exercises that helped them better understand comics as an art of sequential storytelling.**

3. A workshop on "The Library and the School Common Room as Places to Develop the Creativity of Elementary School Students," which promoted the use of the picture book in student work. The workshop covered the creation of the book, from the history of the genre, through the characteristic elements of its construction, to the use of specific titles in educational activities in the library and in the school common room.

4. Information and training meeting "Fairy tale therapy as a method supporting child development" for preschool teachers. During the training exemplary techniques of working with therapeutic fairy tales to support social and emotional development of preschool children were presented. The continuation of this activity is a training workshop planned for the 2016/2017 school year and conducted in the counseling center by pedagogical library staff.

5 "Reading Break." It was a city attempt to break the record in the number of people reading at the school break. The event was held under the honorary patronage of Mayor of Gorzów Wielkopolski Jacek Wójcicki. More than five thousand students from twenty-seven institutions took part in the event.

6. **Night Cultural Trail, which is a counterbalance to the Night of Museums. On one such Night, a meeting with comics was organized. Comic artists Łukasz Muniowski and Mariusz Hołod prepared a library comic in which Hercule Poirot, Harry Potter and Winnie the Pooh wandered around the world of library bookshelves. Visitors to the library could sit in the comic book café and enjoy a cup of coffee.**
7. **Bookcrossing actions. There is a bookcase in the library where "freed" books are available. During the Library Week we usually invite you to Władysława Łokietka Street, known on this occasion as the "Street of Liberated Books". The action was also carried out in public transport. Passengers could choose any book they wanted from free books left on streetcars, read it during their journey or take it home with them..**



Ewa Andrysiak
Department of Informatology and Bibliology, University of Lodz
Marianna Marciniak
Książnica Pedagogiczna im. A. Parczewskiego w Kaliszu
Promotion of books and reading in the pedagogical library in Kalisz

The authors remind the role of thematic exhibitions organized by libraries. An example of such an activity is the organization of an exhibition entitled **Władysław Kościelniak - artist and regionalist**. The exhibition was organized by the **Alkamo Library** under the auspices of the **Kalisz Society of Friends of Science**, and co-financed by the funds of the **Civic Initiatives Fund Operating Program**. The exhibition presented a selection of about one hundred works of the artist in the field of graphics, drawing and painting, as well as exhibition catalogs, photographs and other personal documents and publications by the artist from the collections of the Library and private individuals. The project under the same title was supplemented by library lessons devoted to the artist, prepared for several groups of school children.



Exhibition "John Paul II" in the District Pedagogical Library in Giżycko

Other types of reading promotion

1. - Library points. Since the school year 2013/2014 the Pedagogical Library has been running library points, the idea of which is to lend to school libraries a package of fifty books in the field of pedagogical literature, psychological literature, methodology of teaching individual subjects and fiction for a period of three months. The offer is used by libraries of elementary, junior-high and senior-high schools in Kalisz.
2. Cooperation and self-education networks of librarians. Within the framework of supporting schools the Library runs two networks for cooperation and self-training of librarians, allowing participants to exchange experience and discuss current problems.



Meeting of female librarians from Gizycko District in the District Pedagogical Library in Gizycko

3. ibuk libra

Besides the traditional collection the Library offers access to digital publications. The access to the Ibuk libra platform, purchased jointly with educational libraries in Wielkopolska, allows readers to access over five hundred titles free of charge. Link <https://www.ibuk.pl/logowanie.html>

4. Hearing impaired readers in the library

The library cooperates with the school library of the Special School and Educational Center for Deaf and Hearing-Impaired Children and Youth in Kalisz. Thanks to the school librarian, young people often come to the library and understanding with the group is provided by the librarian - an employee of the Collections Access Department who speaks sign language.

5. The University of the Third Age

In 2016, the Pedagogical Library began cooperation with the University of the Third Age, within the framework of which it was planned:

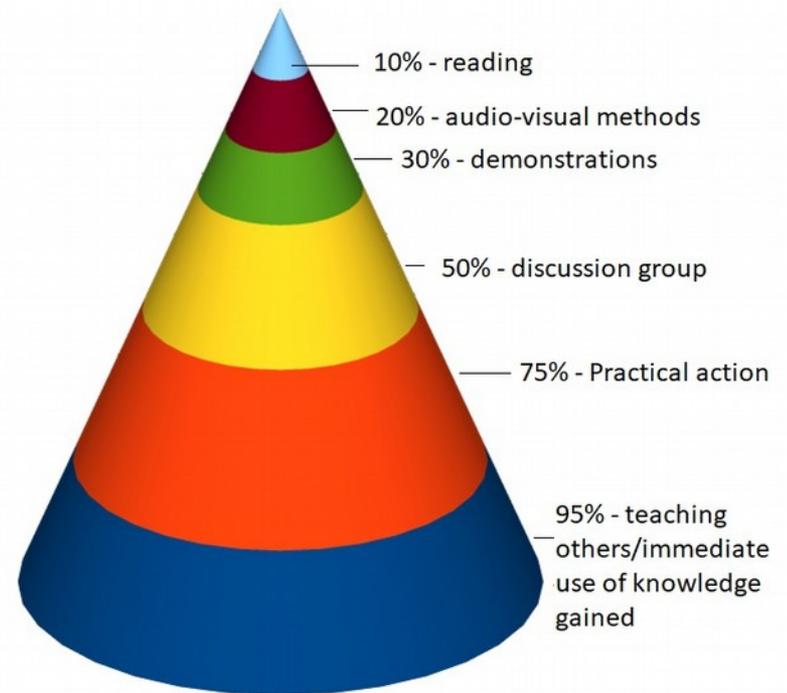
- popularization of books through broadly defined author meetings, including meetings with librarians of the Pedagogical Library,
- presentation of the Library collection (books, magazines, special collections),
- increasing access to digital information,
- organizing exhibitions (including exhibitions related to books: old prints, textbooks, cartography, ex-libris),
- an ex-libris competition.

**Aleksandra Kopczynska,
Elżbieta Rafalska**

Pedagogical Library in Zamość

Adventure with a book - a workshop for the student and the teacher

The authors recommend using activating methods at work. Working with various activation methods with literary texts, we motivate learning, influence the development of personality and creative competences. The effectiveness of the activation methods is presented and confirmed by Dale's cone, called the "pyramid of learning", which is an argument for the superiority of experiencing over other forms of teaching.



Dale's cone (drawing - own work)

Anna Biernacka
Wojciech Bogusławski Primary School No. 80 in Krakow
Theater Circle activities as an interesting reading experience

The author describes using the work of a school theater circle to promote reading. Reading together and then adapting and performing the works of individual authors on stage generates respect for fiction, develops interest in books as an excellent source of ideas for performances and stage creations. It should be a game of theater that takes place in an atmosphere of mutual acceptance, cooperation, and friendship.



Russian students playing theater during a language camp in Gizycko (Author's resources)

Jolanta Pytel
Józef Dietl Middle School No. 39 in Krakow
Recommendation 39

Recommendation 39 is a school review club that started by writing and publishing book reviews on the school blog. But, after some time, the students became interested in creating videos recommending new book titles on YouTube, running a profile of Recommendation 39 on Facebook and taking part in the Multikino Film Academy.



In addition, the older youth from the club meet with students of grades I-III and with preschoolers. Together they read, draw, play, and listen to stories. They share common passions, such as books about Harry Potter. They also try to "de-brown" (demythologize, deheroize, de-romanticize) the readings.

This has happened with Margaret Musierowicz's novels. Students from Recommendation 39 created a scene which was an invitation to read the book. They chose a fragment which was presented to the 5th grade students in the form of a short performance. They deliberately did not show the whole scene but left their younger colleagues in uncertainty about the further fate of Aniela and Pawełek. After the performance, the students who wanted to borrow a book formed a long queue.



Self-work of trainee / reader of presentation

Choose one of the methods presented above that seems most effective and feasible in your environment.

Recommend it to the other participants of the training or other readers.

Send your recommendation to the address of the project organizer

poradnia2dyrektor@wp.pl



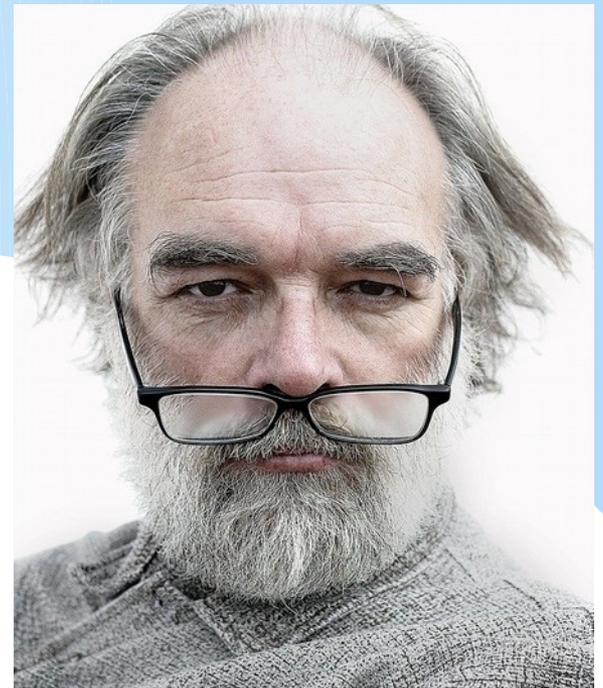
General notes

To add variety to this presentation, I have made extensive use of the resources of the website <https://pixabay.com/pl/>

I would like to thank all the authors of photographs and graphics. Also used were the resources of photographs from the work of the District Education Development Centre and my own from various educational activities.

First of all, I would like to thank the AUTHORS for developing the methods described in the presentation. I apologize for the very brief treatment of your studies. This was necessary for reasons of time.

To the participants of the training and other readers, I once again recommend that you refer to the original.... **„CZYTELNICTWO–NOWA JAKOŚĆ”** edited by Beata Janik and Wanda Bukowczan. It is available online.



**Thank you for your
attention**

