



FIRST EDITION (2015)

12 ECTS CREDITS (300 HOURS)

ONLINE

The Universitat Autònoma de Barcelona and the Banco del Libro de Venezuela, as part of the 8th edition of the International Master in Children's Books and Literature (MA) studies, offer the first online edition of "Children's books from a global perspective"

This course consists of four core subjects and one classic reading lecture to be chosen from the MA in Children's Literature and is equivalent to 12 ECTS credits (300 hours) from the Universitat Autònoma de Barcelona. It will be held online and in English.

Classes start on March 30th 2015. Induction sessions may begin a week earlier.

DESCRIPTION

WHICH THEORY CAN BE ELABORATED FOR CONTEMPORARY PICTUREBOOKS?

SOPHIE VAN DER LINDEN
30th March - 30th April 2015

Picturebooks, as seen in their modern form, first appeared at the end of the 19th century. But certainly, the most significant evolution took place at the end of the 20th century and now they can be found across the broad spectrum of the publishing media, especially in their formal appearance. How can we integrate this diversity in a theory about picturebooks? How can we build this theory starting from its creation? The course suggests some aspects of such a theory (definition, typology of picture-books, notion of point of view...) and encourages students to develop their own critical approach to contemporary picture books.

OVERVIEW OF THE MAIN INSTITUTIONS AND INTERNATIONAL EVENTS FOR CHILDREN'S LITERATURE

KAREN COEMAN
30th March - 30th April 2015

This course offers a critical reflection on the activities and impact of various international children's literature institutions, both government driven and privately held, around the globe. This class will look at the major international children's book awards as well as the various initiatives towards professional development and learning opportunities that are currently being offered for children's book professionals in Latin America and beyond. Through close links with the publishing world, the class will bring a historical perspective as well as a window on recent developments within the industry. The objective of the class is for the group to evaluate the quality and diversity of international children's book prizes and training programs, grants and festivals for children's book professionals, and whether these initiatives contribute to a thriving children's book climate, at home and abroad.

READER-RESPONSE AND PICTUREBOOKS: FROM THEORY TO PRACTICE

EVELYN ARIZPE
AND MORAG STYLES
4th May - 29th May 2015

This course will offer students the opportunity to bring together theories on reader-response and examples of best practice in working with young readers to read and respond creatively to picturebooks. It will look at developments in critical approaches for understanding how readers make meaning from the interaction between words and pictures and consider some of the most recent contributions to this understanding from studies on multimodality and neuroscience, among others. It will also provide students with a range of methods for working with readers' responses—from the selection of books to devising questions and the analysis of response—through providing examples from current research trends, such as investigating performativity, interculturalism and digital picturebooks. The course will provide the support for students to carry out a small empirical research project using picturebooks as the final assignment.

4. ENGLISH PICTUREBOOKS IN THE SECOND LANGUAGE CLASSROOM

SANDRA JONES MOURÃO
4th May - 29th May 2015

Picturebooks have been used in second language learning contexts since the 90s, and are recognized as providing opportunities for learners to be exposed to authentic language and content. The illustrations, on the other hand, are taken less seriously and the affordances for language use, and thus language development, through the inter-animation of picture and word are practically ignored in language learning contexts. This course will look at the importance of considering both picture and word when selecting picturebooks for English as a second or foreign language context with a view to developing language and literacy skills. Discussion will include a number of different titles with a view analyzing the language learning affordances they provide for learners from pre-primary through to upper secondary contexts.