

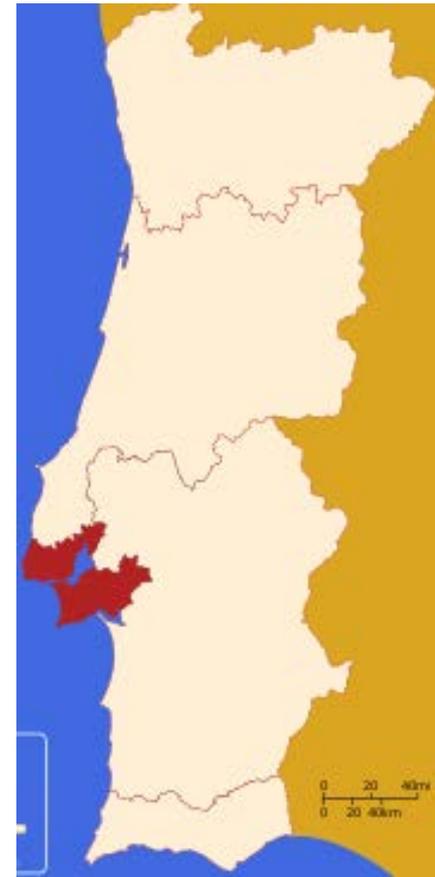


Vera Maria da Silva
vera.silva@cm-seixal.pt
Seixal Public Library

Francisco Vaz
fvaz@uevora.pt
Universidade de Évora

What and Why A Research about

Reading Promotion on Public Libraries in the Metropolitan Area of Lisbon



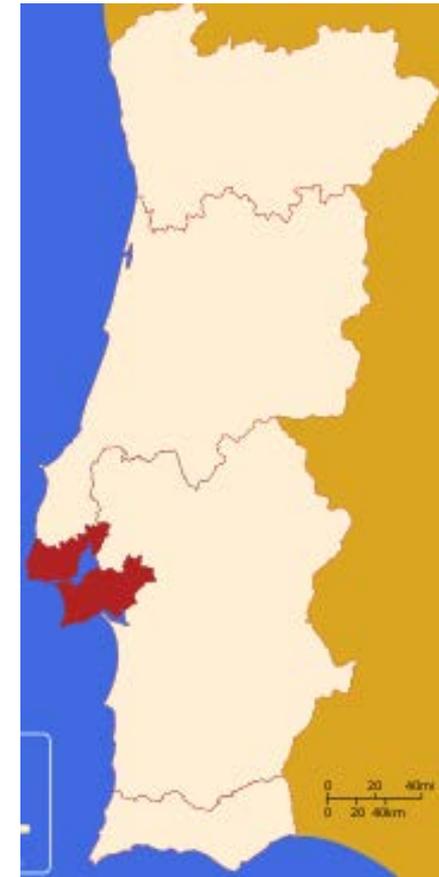


CONTENTS:

- *STATE OF REALITY*
- *THE RESEARCH QUESTION*
- *RESEARCH OBJECTIVES*
- *STATEMENT OF REASONS*
- *OPTIONS RESEARCH METHODOLOGY*
- *DEVELOPED WORK*
- *GAINS NOW ACHIEVED*

Vera Maria da Silva
vera.silva@cm-seixal.pt
Seixal Public Library

Francisco Vaz
fvaz@uevora.pt
Universidade de Évora





State of knowledge: Lack of information about the target reality.

- ▶ **Surveys** Direcção Geral do Livro e das Bibliotecas
- ▶ **Studies** RCAAP <http://www.rcaap.pt/>; others open access repositories, OPACs libraries, Internet, papers BAD congresses http://www.apbad.pt/Edicoes/Edicoes_Actas.htm

existing quantitative studies, enunciation and typological practices performed (BENAVENTE, 1996; CIES, 2012; COSTA, 2011; GOMES, 2012; LAGES, 2007; LOPES, 2006; NEVES, 2008, 2008, 2009; SANTOS, 2007)

Theoretical information available is about:

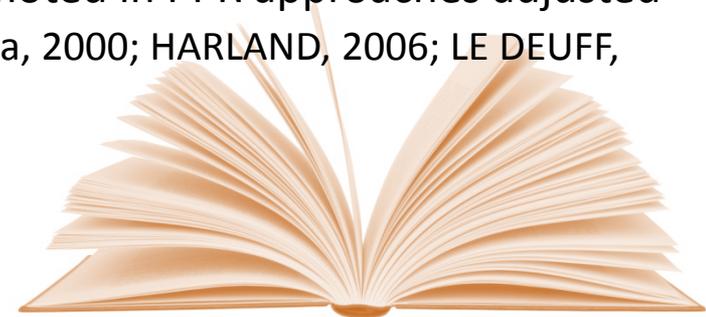
- ✓ Diachrony practices and uses of reading
- ✓ cultural and social phenomenon of reading
- ✓ Promotion, access and use of reading
- ✓ social role of libraries in promoting reading / literacy





Evidence:

- ▶ Existence of investigative theoretical framework;
- ▶ Some conceptual vagueness on reading promotion and literacies;
- ▶ Existence of casuistic PPR examples without characterizing what they are and how to process PPR
- ▶ It is not sustainable to conclude that there is real research on **how practices are conducted in Portuguese libraries**, in what may be an adverse sociological context (ADORNO, 1987; LIPOVETSKY, 2012) or, may be, not be promoted in PPR approaches adjusted to new technological social and cultural realities (Berzosa, 2000; HARLAND, 2006; LE DEUFF, 2009; MARTEL, 2010; MELMAN, 2002)



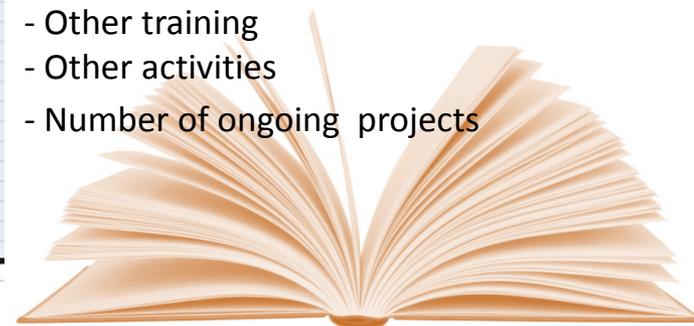


Statistical Information 2011 National Network of Public Libraries

R1		RNBP - Estatística 2011													
R	S	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	
1	RNBP - Estatística 2011														
2	Câmara Municipal	Biblioteca	Nº de sessões - Hora da canção	Nº de sessões - Encontro com escritores / apresentação de livros	Nº de sessões - Clube de leitura / Comunidade de leitores	Nº de sessões - Exposição sobre livros e autores	Nº de sessões - Exposição de arte plástica	Nº de sessões - Conferências / palestras	Nº de sessões - Ateliês de promoção da leitura	Nº de sessões - Outros ateliês	Nº de sessões - Acção de formação em promoção da leitura	Nº de sessões - Acção de formação em informática	Nº de sessões - Outras acções de formação	Nº de sessões - Outras actividades	Nº de projectos em andamento
3	Alcáçate	Municipal de Alcáçate													
4	Almada	Municipal de Almada													
5	Amadora	Municipal Fernanda Pinto e Santar													
6	Barreira	Municipal da Barreira													
7	Carcais	Clara													
8	Lousã	Municipal José Saramago													
9	Maiçã	Municipal Benta do Jorral Caração													
10	Mantiga	Municipal Manuel Giraldo da Silva													
11	Odivelas	Municipal D. Diniz													
12	Oeiras	Municipal de Oeiras													
13	Palmela	Municipal de Palmela													
14	Seixal	Municipal da Seixal													
15	Sorribra	Municipal de Sorribra													
16	Setúbal	Pública Municipal de Setúbal													
17	Sintra	Municipal de Sintra													
18	Vila	Municipal de Vila Franca de Xira													
19	Respartir fornecedor (nº):		16	16	15	15	16	15	15	13	16	15	15	13	16
20	Suma:		2574	203	266	318	117	103	904	128	42	319	42	291	40
21	Máxima:		43	4	0	0	0	0	0	0	0	0	0	0	0
22	Média:		160,9	12,7	17,7	21,2	7,3	6,9	60,3	9,8	2,6	21,3	2,8	22,4	2,5
23	Máxima:		434	39	94	166	18	18	350	49	22	116	19	122	8

EXISTING INFORMATION IS ANNUAL QUANTITATIVE DATA ON THE NUMBER OF SESSIONS OF:

- Story Time
- Meetings with writers
- Reading Clubs / Communities of Readers
- Exhibitions about books and authors
- Exhibition of art
- Lectures Conferences
- Workshops to promote reading
- Other workshops
- Training in promoting reading
- Training in computer
- Other training
- Other activities
- Number of ongoing projects





THE RESEARCH QUESTION: “What are they and how to process the practices of reading promotion in municipal public libraries in the Metropolitan Area of Lisbon?”

Associated questions:

- ▶ What is the **conceptual framework** of the public libraries PPR in MLA?
- ▶ How are they **constructed** and **operated**?
- ▶ How are they viewed and participated by the **users**?
- ▶ How are they **evaluated**?





Hypothesis:

Understand why these libraries promote reading and how to operationalize it. We hypothesized that we can be successful in the objective to meet the descriptive framework of the PPR in MLA PL and the **analytical objective**:

- ▶ **What is** that librarians consider to be promoting reading;
- ▶ **Knowing how** PPR and literacies are processed, which predominate singular instances (paradigmatic, ideological, historical, etc.);
- ▶ Distinguish dimensions of **entertainment activities / educational activities**;
- ▶ Assess levels of **consonance and dissonance** between theoretical framework, objectives and resulting underpinning the PPR
- ▶ Know what MLA librarians consider **opponents and adjuvants** for operating their PPR and eventually to prefigure its re-design.





The overall goal of our research: Investigate and analyse to process practices to promote reading (print or digital, textual, visual, hearing or other readings) and literacies in PL MLA and what they are in order to add knowledge to this relatively unknown reality.

Specific objectives:

- ▶ assess the level of understanding in the researched sample on **reading promotion**;
- ▶ identify, characterize and describe **how PPR and literacies are developed and made available**;
- ▶ know **what inspires** them;
- ▶ the signal **models underpinning the PPR** (animation activities, educational activities);
- ▶ know **what methods are used**;
- ▶ know how it is framed **mediation PPR**;
- ▶ understand what approach is taken and to developed **strategies for stakeholder involvement**;
- ▶ know **how they assess the PPR**;
- ▶ how identify what PL considered as **opponents** and / or **adjuvants** to PPR;
- ▶ what **levels of convergence / divergence** that exist between concepts, dominant discourses and practices;
- ▶ **foresee visions of the future** that are detected in these PL for the qualification and development of PPR.



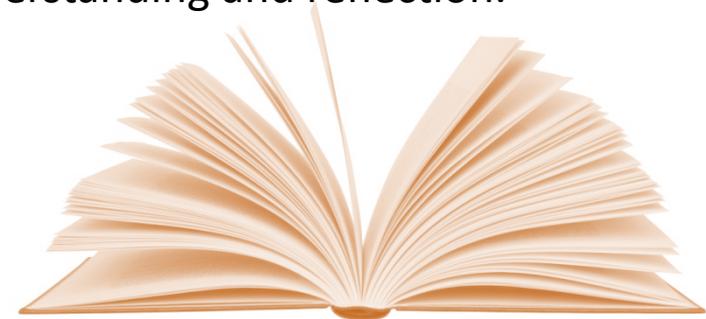


The relevance of the research:

- ✓ Problem **socially significant** about the role of libraries in the situation of Portuguese culture reader;
- ✓ A time of **global transformation**, where the domain of the practice and uses of reading and literacies are compelling and cross **in the context of a culture of information**;
- ✓ Our **personal and professional interest** in the issue.

The relevance of the proposed question:

- ▶ Taken together **PPLL have importance** in the current social context;
- ▶ The phenomenon of **lack of research** work in this area in Portugal;
- ▶ Potential represents an **increase of knowledge** for understanding and reflection.





Framers concepts:

Practice reading promotion

(creating skills of understanding the written code, with higher levels of reading in quantity and / or quality in various media, rooting your habit and taste with critical and active involvement of participants)

Literacy

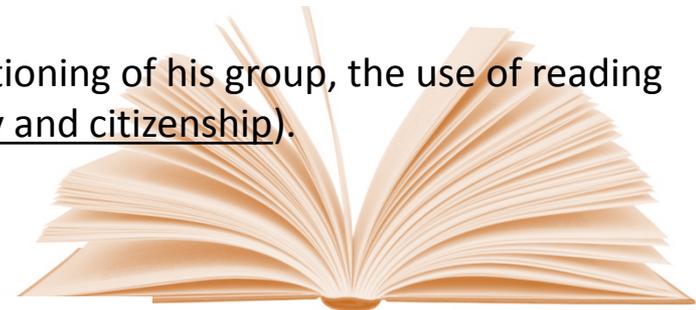
(the ability to read the world in a way not naive, with higher levels of reading in everyday use of specific content of readings in various media for a competent and critical use of reading, writing and other languages).

Practices literacy promotion

(activities with critical and active involvement of the participants aimed at increasing levels of literacies by expanding skills in understanding the contents of specific codes and interfaces, either the written or other languages).

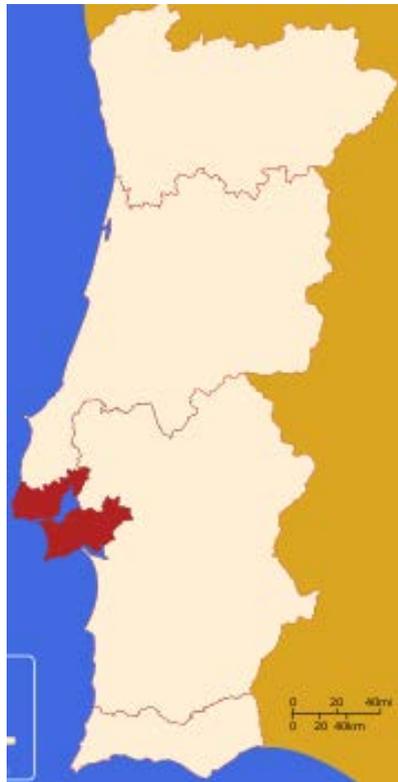
Functional literacy

(ability to critique and active participation of individuals in the functioning of his group, the use of reading skills and literacies for your personal development, your community and citizenship).





- ▶ **Qualitative research** based on interview supplemented by documentary evidence
- ▶ Focuses in the period of **2009-2013**
- ▶ Field research: **a sample of 18 libraries of MLA** (2962.4 km², 2.821.876 inhabitants, 28% of the Portuguese population, among 18 counties **with diverse sociocultural characteristics** (urban and rural communities; cosmopolitan and suburb realities).



Município ^o	Superfície ^o (km ²) ^o	População ^o (2011) ^o
Alcochete ^o	132,8 ^o	17-565 ^o
Almada ^o	70,2 ^o	173-298 ^o
Amadora ^o	23,8 ^o	175-558 ^o
Barreiro ^o	32,0 ^o	79-042 ^o
Cascais ^o	97,2 ^o	205-117 ^o
Lisboa ^o	84,6 ^o	545-245 ^o
Loures ^o	169,0 ^o	76-749 ^o
Mafra ^o	291,5 ^o	70-867 ^o
Moita ^o	54,6 ^o	66-311 ^o
Montijo ^o	340,5 ^o	58-308 ^o
Odivelas ^o	26,6 ^o	143-755 ^o
Oeiras ^o	45,8 ^o	172-063 ^o
Palmela ^o	465,9 ^o	62-549 ^o
Seixal ^o	95,7 ^o	157-981 ^o
Sesimbra ^o	195,7 ^o	52-371 ^o
Setúbal ^o	193,6 ^o	124-459 ^o
Sintra ^o	319,4 ^o	377-249 ^o
Vila Franca de Xira ^o	323,5 ^o	136-510 ^o
Total ^o	2-962,4^o	2-815-851^o



Counties and population of the Metropolitan Lisbon Area (MLA marked in Portugal map)

OPTIONS RESEARCH METHODOLOGY



Research methodology summary (to talk and discuss later)

Focus Studies	Typologies	Validity:
Study Object (PPR in PL MLAL)	Explorative and descriptive study	The problem is approached with a distinct perspective which allows for another vision describing the conceptualization, operation and characteristics of the PPR phenomena
Sample	Regional, an expressive representative reality in national terms	The 18 counties of the MLA are considered to be a significant sample .
Participants	Librarians and/or mediators	"The indicator is, in principle, an observable and measurable manifestation of the concept components" (QUIVY, 2008, 262). Sometimes what is observable are the words, and the "measurable" are the opinions, the content or the speech meaning (intangible measurement)
Data gathering methods and techniques "The adopted approach and the selected information gathering approach will depend on the nature of the study and the type of information you want to obtain" (BELL, 2010, 19)	Interview inquiry Interview recordings Diary Questionnaire Inquiry Bibliography review (official and institutional documents). Document Research (of data not yet submitted to an analytical approach in previous research) Documental Analysis (of gathered results)	Qualitative Method Formation of the theoretical framing based on: - Empirical observation and bibliographical review - Indirect observation, by semi-directive and semi-structured interview, with open, closed and multiple choice questions (list; categories; scale; quantity; tables). - Field work pairing with the quantitative methodology (used complementary to give support to the qualitative analysis) and theoretical references.
Data gathering instruments	Interview script Questionnaire (test models available) Validation test of the instruments by exploratory interviews near professionals and experts, therocial and academical.	Need to build instruments which assure the conducting procedures for the response to the initial question and research objectives The quantitative data availability will aim to reflect the reality and assert possible prevalences that can be characterized in the sample field. These, the documental analysis and critical content analysis, will provide supplementary elements for the treatment, interpretation and confrontation of the information and obtained data with other studies.
Operative instruments of investigation recording	Reading cards; Sound records; Record diary; Checklists	Need to facilitate the information access and manipulation gathered aiming its management and usage
Data analysis "When it comes qualitative variables, the data description and agregation may assume a form of typology". (QUIVY, 2008, 218).	Description and sistematic preparation of data in analytical units and tablets and registry instruments insertion aiming data organization and its description in dimensions, categories and indicators (with resource to charts, summary - tables organized as in the analysis grid which will explain the quantitative results and the variable relations analysis.	Critical content analysis and category statistical results and content documental analysis to find information, compare results and extract conclusions from the data analysis, which is why we will add to the information analysis (empirical verification if the gathered information corroborates the hypothesis) the content analysis , because of it, focusing on the frequency, disposition and speech construction and development, being a relevant source of information add knowledge about the phenomenom.
Research and analysis of material evidence	Research and documental and content analysis For the gathered data processing, we used data treatment techniques and statistical tools, with Microsoft Excel, and build the required tables and charts.	Because materials exist which have not yet been submitted to an analytical approach, or that can be seen anew according with the research objectives. There are analysis to be made on the materials supplied or resultant from the PPR , to gather evidence to be submitted to document and content analysis . The limitation of the analytical field of the materials will be matched with the research one, in order to find useful information for the study period. The analysis, evaluation and interpretation of the information will be made in the phenomenological paradigm dimension .
Data interpretation	Information analysis, data data gathering and distribution, analysis and exploration of the variables obtained in each indicators response, interpretation and validation if the results are in line with the research hypothesis.	Aims to verify the hypothesis and the possibility to present results about what are and how PPR are processed in the PL of the MLA and the existing relations between theoretical and paradigmatic levels and the developed PPLL
Research thesis redaction		



The procedural framework to develop relationships with the goal of answering questions:

QUESTIONS	RELATIONSHIP TO DEVELOP
What are the referential models?	Identify references
What PPR are offered?	To collect and analyze PPR
What are the dimensions that emerge from the indicators?	Flag dimensions and indicators
What skill levels are involved?	Flag evidences
What needs do you seek to redress?	Flag evidences
How are participants framed?	To collect and analyze
What are the PPR in MLA?	Verify relationship between the paradigmatic and the tangible



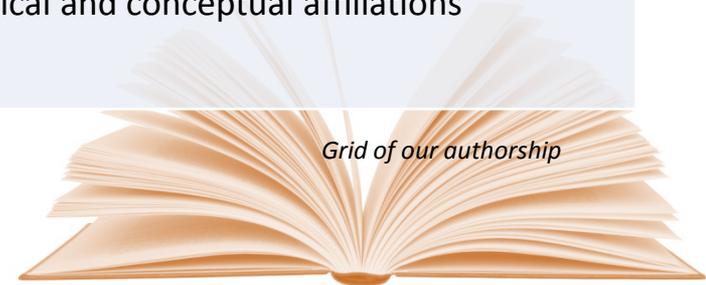
OPTIONS RESEARCH METHODOLOGY



Framework for dimensions and sources of indicators:

Dimensions	→	Sources of indicators
A – Participants (the interviewed)		A 1 – Information content of the interviews
B – Formats (contents practices, documents and offered frameworks)		B 1 – Evidence collected and categorizations arising from critical analysis
C – Interactive potential, practical involvement and promotion of the objectives		C 1 – Triangulation of variables and units of meaning obtained in interviews with documental and critical analysis of their content and reviews of BP
D – Public Hearing		D 1 – Statistical data collected and compiled by BP reviews
E – Cultural		E 1 – Theoretical and conceptual affiliations

Grid of our authorship





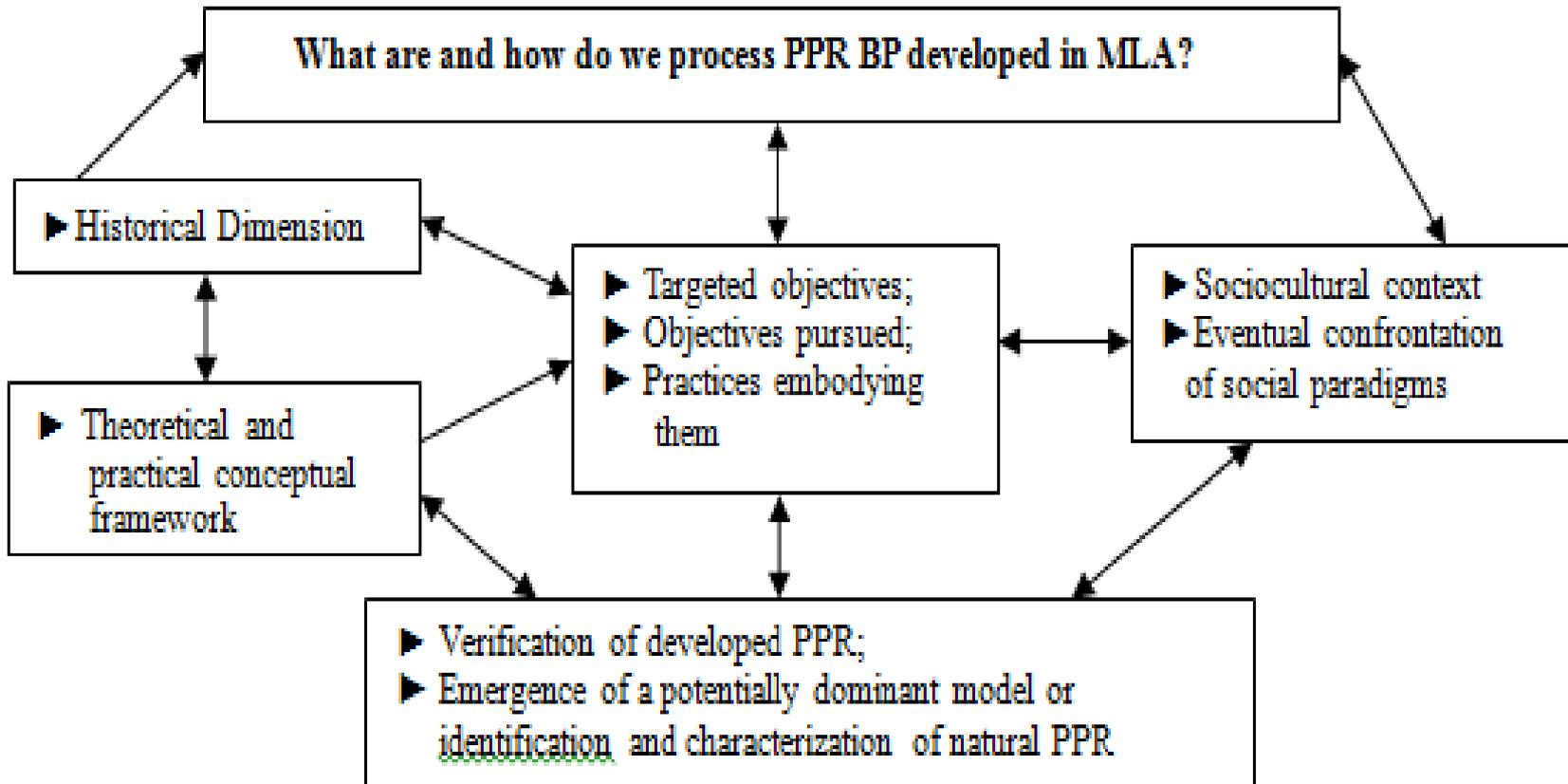
Research indicators:

- *Concept of **reading promotion**;*
- *Concept of **literacy promotion**;*
- ***Practices developed** (outstanding practices of PPR performed);*
- *Tables **inspiring references**;*
- *Conceptualization developed for PPR (**characterization of practices developed; conceptualization**);*
- ***Methods used** in PPR (loose practices or consolidated, coordinated and / or repeated practice; public question; involvement of participants; framework for cultural mediators; farm supplementary activities; production framers contexts; production of teaching aids);*
- ***Potential targets** (developing specific skills and other purposes);*
- ***Perception / information fruition potential**;*
- ***Assessment procedures** (results achieved; critical factors; adjuvants factors; suggestions for improving PPR);*
- ***Characterization of the respondents.***



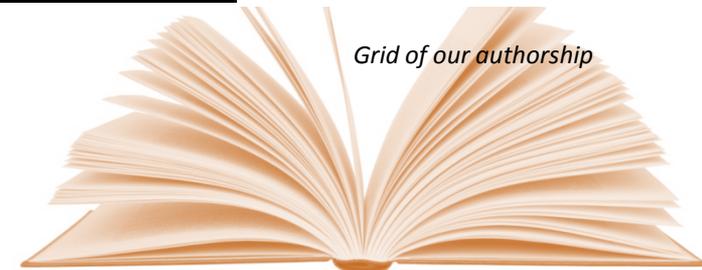


Diagram of the analysis model



The analytical model that arises from our problem involves:

- ▶ concepts;
- ▶ dimensions;
- ▶ indicators.



Grid of our authorship

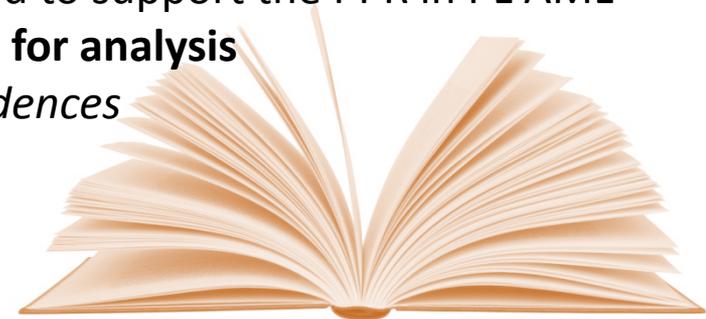


Work performed:

- ✓ **review of the literature**
- ✓ **the research project** (approved by the University of Évora)
- ✓ **build the sample**
- ✓ **a conceptual glossary** associated with the promotion of literacies
- ✓ **built the interview guide and supplementary questionnaire**
- ✓ **validation of instruments for data collection (exploratory interviews and meetings)**
- ✓ **authorization process** for participation in the sample of all municipalities of MLA.
- ✓ **the interviews**
- ✓ **release data** from the closed questions in the analysis grids
- ✓ **transcription** of interviews

Work in progress

- ▶ continue to **collect documentary evidence** produced to support the PPR in PL AML
- ▶ release the appropriate **information and data grids for analysis**
- ▶ **content analyses** of *interviews and documental evidences*



WHAT HAVE WE ACHIEVED SO FAR:



- ▶ The **participation of the entire sample** at the interview
- ▶ A **positive reading we do the preliminary data** to address the objective of our research
- ▶ Librarians sample felt that their participation gave them the **opportunity to reflect on PPR and literacies** that develop in their PL
- ▶ Evidences and data collected strengthen our conviction that this research would be useful for our purpose of obtaining an **identification reference and descriptive of PPR and literacies of MLA PL**;
- ▶ This research could **clarify the theoretical framework, conceptualization, content, achievement and results of PPR promoted by PL in MLA**

“L’information literacy est-elle une nouvelle vision quelque peu améliorée de notre compréhension habituelle de la littératie? S’agit-il d’un concept ou d’un processus?”

“Information literacy is it a new vision improved from our usual understanding of literacy? Is it a concept or a process? “

LE DEUFF, La culture de l’information en reformation. (2009, 185-186).

