

Library-school collaboration. A case study of teacher thematic interests in loan requestsⁱ

Colaboración biblioteca-escuela. Un estudio de caso de intereses temáticos docentes en solicitudes de préstamo

Villar Arellano-Yanguas^{1,a} , María-Victoria López-Pérez¹ , Carola Sbriziolo¹ 

¹ Universidad Pública de Navarra, España

✉ ^a Correspondent author: mdelvillar.arellano@unavarra.es

Received: 09/02/2022; Accepted: 07/06/2022

Abstract

Partnerships between public libraries and schools foster reading literacy. In view of this fact, many libraries implement actions for this purpose. This paper analyses the implementation of the initiative called "Library-School Programme" of the Civic library, an entity dependent on the Caja Navarra Foundation and part of the Network of Public Libraries of Navarre (Spain). This case study scrutinised the 804 book loan requests made by pre-school, primary, and secondary school teachers under the program between 2007 and 2021. It aims at discovering the educational stages with the highest demand, the most reoccurring reasons for the requests, and the evolution of the service. Research - of a descriptive statistical nature - shows greater participation in Pre-school and Primary Education, as well as a progressive reduction in the number of loans for these stages, with the opposite trend in Secondary Education. The findings of this study suggest directions for public libraries, schools, and administration to improve their collaboration strategies.

Keywords: Public library; school; collaboration; educational stage; teaching interests; children's and young adult books.

ⁱ This paper is an extension of the communication presented under the title "Biblioteca pública y escuela. Análisis de solicitudes de libros por parte de los docentes durante los años 2007-2021" at the *XXII Congreso Internacional de la SEDLL, De la literatura infantil a la competencia literaria. Aprender leyendo*, CEPLI-Universidad de Cuenca (Spain) in November 2021.

The breadth of the sample studied has required the collaboration of the three authors. All of them have contributed equally to the development of this work. The order of annotation follows an alphabetical criterion.



Resumen

La colaboración entre biblioteca pública y escuela contribuye a la formación lectora de los escolares. Conscientes de ello, muchas bibliotecas articulan actuaciones que responden a este fin. Este trabajo observa el funcionamiento de una de estas iniciativas desarrolladas dentro del “Programa Biblioteca-Escuela” de la biblioteca Civican, entidad dependiente de Fundación Caja Navarra e integrada en la Red de Bibliotecas Públicas de Navarra (España). Mediante un estudio de caso se analizan las 804 solicitudes de préstamo de libros realizadas en el marco de dicho programa por docentes de Educación Infantil, Primaria y Secundaria entre 2007 y 2021. Se pretende conocer las etapas educativas que plantean una mayor demanda, los motivos más recurrentes en las peticiones y la evolución del servicio. La investigación, de tipo estadístico descriptivo, evidencia una mayor participación en Educación Infantil y Primaria junto a una progresiva reducción en el número de préstamos para estas etapas, tendencia opuesta en el caso de Secundaria. Los hallazgos de este estudio sugieren orientaciones para que bibliotecas públicas, centros escolares y administración mejoren sus estrategias de colaboración.

Palabras clave: Biblioteca pública; soporte a la escuela; cooperación bibliotecario-docente; materiales de lectura; libros infantiles y juveniles.

INTRODUCTION

More than two decades ago, [Neuman \(1999\)](#) published a renowned study revealing the extent to which children's access to books and contact with adults who invite interaction with texts has a positive impact on early literacy development. Such evidence reinforced the prestige of supplementary reading and endorsed its necessary presence as a stimulus for learning. It also made the case for the important educational role of libraries and their resources from the early stages of schooling.

Numerous subsequent research studies consolidated this idea and established a clear link between the support of library resources and school performance. It was thus found that students who have more library facilities in their schools have better academic performance than those from poorer library contexts ([De Groot & Branch, 2009](#); [Hamilton-Pennell et al., 2000](#); [Lance & Kachel, 2018](#); [Mardis et al., 2018](#)).

Reading promotion, one of today's education priorities in Western countries, is also increasingly conceived as a collective effort, collective wills and impulses that multiply their effect when they are articulated through collaborative programmes, among which are those developed by library and school. This way, schools, home to the entire population of children and young adults and are responsible for their formal education, are aligned with libraries for the development of reading literacy, within a partnership framework that is reflected in the *IFLA/UNESCO Guidelines for the development of public library services*.

New didactic approaches are progressively stripping textbooks of their key role in favour of a more active student role in contact with a wide range of learning resources ([Area-Moreira & Marzal-García-Qismondo, 2016](#)). In this sense, it is becoming increasingly common for teachers to use a wide range of complementary reading in the classroom, including literary texts, non-fiction books, reference works and even digital content that connects with the different curricular areas, in a plural and interdisciplinary perspective. This is a common and necessary view today, as can be seen both in the field of critical theory ([Colomer, 2005](#); [Gaitán-Castro & Mosquera-Collazos, 2016](#), *inter alia*) as well as in school practices themselves (e.g., the project-based learning methodology, which is becoming increasingly common in education). This use of reading materials responds to the demands of postmodern society, whose characteristics are eclecticism, hybridisation, multiculturalism and decanonisation, according to [Saldaña \(2004\)](#).

The above reveals the need to prioritise the role of libraries in the new curricular approaches and to reinforce the bibliographic endowment of schools. However, when the deployment of school libraries is hampered, mainly by a lack of financial and professional resources, it seems appropriate to compensate for these shortcomings by means such as collaboration with public libraries ([De Groot & Branch, 2009](#)). Joint work between libraries and schools makes it possible to broaden reading offer, to respond more precisely to educational needs and to avoid overlapping and duplication. To that end, good communication between the two institutions and the development of coordinated planning is important ([Fitzgibbons, 2000](#); [Kammer & Moreland, 2020](#); [Pandora & Hayman, 2013](#)). Library organisations such as AASL/ALSC/YALSA (committees belonging to the American Library Association, ALA) provide an example of initiatives that facilitate communication: they have designed tools to manage specific aspects such as standardised information mailing templates, forms for borrowing bibliographic batches or the implementation of alert services ([Moreland & Kammer, 2000](#)). These instruments do not only support streamlining

services, but they are also an interesting source of information on the different uses of bibliographic materials and their evolution, as can be seen in this work, which uses the works request forms of a Spanish library.

In the same vein, in addition to personal loans to users, many public libraries offer a special service for lending batches of books to institutions - collective loan - whose potential beneficiaries include schools (Arroyo-Ortega, 2021; Camacho-Espinosa & Ortiz-Repiso, 2004; Galán-Zamorano, 2005). Likewise, when establishing reference guidelines for the operation of school libraries, Bernal-Macaya et al. highlight the necessary “attention to the demands of teachers for the temporary loan of materials to classrooms, depending on a specific project or a specific subject” (2011, p. 33). Cid-Prolongo and Domínguez-Ramos (2008) also refer to these loans linked to didactic projects in different curricular areas.

Despite the development of this type of service, there are no studies that focus specifically on the genre or subject matter of the loans that teachers request, the particular interests that drive them to request library resources as learning materials or the educational levels at which there is greater use of these resources, aspects that are the focus of this article.

There is international research on teaching criteria for selecting different reading materials. In Poland, Klim-Klimaszewska (2018) analysed textbooks; in the United States, Conradi-Smith et al. (2022) focused on reading aloud in primary classrooms, and MacKay et al. (2020) studied the readings available in the classroom library and the ratio between informational and literary reading. Sailors and Kaambankadzanja (2017) refer to the scarcity of materials and the lack of relevance to students’ cultural and linguistic backgrounds in library collections in Malawi and the United States and suggest teachers’ choice of readings close to the students’ reality.

As for the most frequent selection criteria generally adopted by teachers, these are curriculum area, subject matter, age and content appropriateness (Kim & Kim, 2022; Donovan & Smolkin, 2001), aesthetic aspects and variety (Klim-Klimaszewska, 2018), and instructional, affective or contextual possibilities (Conradi-Smith et al., 2022). In other cases, the selection is based on specific works (Lee, 2015) and the importance of using closed lists is discussed, as well as their limitations in providing a standard for book selection. In addition to these reasons related to the book itself, motivations external to the book, such as financial cost, have been identified (MacKay et al., 2020). On the other hand, Choi and Sun (2014) stated that, in addition to the search, the selection stage requires strict assessment of the materials in order to get the best out of the chosen works, which requires training and experience. Otherwise, personal tastes could influence the choice of works.

In Spain, we do not have references on the reasons that drive teachers to request books from libraries, so this article, which traces the subject of collective loans made by teachers in the different educational cycles over 15 years, can be a contribution to the knowledge of this issue. This paper approaches the school use of library resources and the bibliographic interests of educators based on a case study confined to a particular public library. According to Baró (2015), Mañá and Baró (2005) and Salaberría (2001), understanding the current collaboration between the two institutions and observing the needs that arise in the field of education can help to make the joint effort more effective.

This research similarly offers aspects that may be of interest in many different areas. Therefore, for public libraries, the analysis of teaching interests can provide useful feedback to establish criteria for the selection of materials to complete their collections, as well as to implement marketing strategies that help to make visible valuable resources that may not be properly exploited. With regard to schools, it can be an opportunity to detect the main shortcomings, valuable information to enrich the provision of their libraries. On this last point, public administrations may also find in this work an element of reflection with a view to activating the necessary bibliographic resources in the centres themselves and encouraging communication between the agents involved in reading education. Finally, from a socio-educational point of view, this research offers an evolutionary view of the interests of a specific group of teachers over 15 years, a longitudinal view that allows us to observe possible changes in the way they approach reading.

METHODOLOGY

Objectives and research questions

This paper analyses how teachers use the resources of a public library by studying a large corpus of 804 loan requests made over the last 15 years. The research consists of a case study understood as the analysis of a sample of the phenomenon of interest (Duff, 2012).

The objectives of this study are to find out at which educational stage there is a greater demand for the lending service and to identify the issues and reasons raised by teachers when making requests.

Taking *educational stage*, *period* and *reason* as study variables, the research questions of the study are:

- At what stage of education is there the greatest demand for the loan service?
- In which period does each stage borrow the most?
- What are the main reasons for requests?
- What are the recurring reasons in each period?
- How has the COVID-19 pandemic impacted the reasons for requests?

Background

This study has been conducted on the basis of information collected at the Civic library (Pamplona, Spain). Although it is privately owned (it is ascribed to the Caja Navarra Foundation), it is part of the Network of Public Libraries of Navarre and coordinates its operation with the other 92 libraries in the autonomous community.

This library offers the School Library programme which serves as “a collaborative way to raise awareness of library resources, encourage reading and information habits and support school libraries” (<https://www.bibliotecaspublicas.es/civican/>). In addition to guided visits with groups of schoolchildren, its offer includes the School Library Support Service (hereinafter SABE), which is defined on the same page as “guidance for selecting reading material of interest according to specific needs.” This initiative is linked to the collective

loan, a service that allows schools to obtain a batch of up to 50 books and other materials for one month, which can be extended. This way, this library offers the teaching staff support in choosing a set of works for a specific purpose, as well as the lending of this collection. SABE was implemented in the Civic library in 2004, but it was in 2007 when the subjects and reasons requested by the schools began to be registered, which allows us to know the nature of the bibliographic requests made by teachers during this period, as well as the level of education at which higher achievement occurs.

In these 15 years, a total of 109 schools in Navarre have benefited from SABE (80 of which are pre-schools and primary schools). It is estimated that, adding up the number of students participating each year (an average of 25 students per requesting centre has been calculated), this service has served a population of 8,575 students in pre-school, primary and secondary education; 60 of the centres using the service are urban (Pamplona and other towns with more than 10,000 inhabitants), while 49 are rural centres throughout the autonomous community (and also, exceptionally, in some neighbouring communities, such as Aragon or La Rioja). Of the 109 schools, 89 are public, 18 are subsidised and 2 are private.

Each year, an average of 53 requests have been dealt with. Of these, 51% have been single requests, made by a school on a one-off basis, while the remaining requests are of a recurrent nature and tend to come from teachers who maintain the collaboration year after year, often extending the service to different schools as they change their destination.

Study corpus

The study corpus consists of the 804 book batch loan requests forms that make up the SABE database. The number of loan documents used in this research was reached after eliminating requests for audio-visual material, as well as resources for teachers, from the SABE database. The form is a simple document in which applicants have to indicate, in addition to their details, the type of service required and the educational stage for which it is intended ([Appendix I](#)). In the section of the form entitled *Description*, in the case of the loan of a batch of books - the focus of this research - teachers can indicate the subject matter they intend to work on with the borrowed works.

Requests were made by teachers at pre-school, primary and secondary level for 15 years. In order to observe the evolution of the aspects studied, this time span has been divided into three periods, 2007-2011, 2012-2016 and 2017-2021. To these we add the academic year 2020-21, which is analysed in isolation to observe the impact of the COVID-19 pandemic on the reasons for requests.

Table 1. Number of batches borrowed in each period

periods	requests	%
2007-2011	330	41%
2012-2016	266	33%
2017-2021	208	26%
Post-pandemic period (Sep. 2020 – Jun. 2021)	52	6.4%

Procedure and method of analysis

We began by exporting to an Excel spreadsheet the data entered in the fields of the forms hosted in the database (Access) of the libraries of interest for this study: *educational stage*, *period* and *reason requested*. With regard to the *reason requested* field, it should be noted that the format of the information was free-writing, which made it necessary to code each request individually according to a self-created classification. According to the teachers' answers on the forms, *reason* is understood in the different meanings of the term, as a reason for doing something (e.g. celebrating Christmas) and as a theme (e.g. water, food, humour), to which are added other meanings such as titles of works (*Little Red Riding Hood*) or type or format of book (picture book). As for the *educational stage* field, it included multiple requests, loan requests made for more than one level of the same centre, which meant that some requests had to be double-counted when identifying a certain demand linked to each of the educational stages.

Once the data for the different variables had been delimited and coded, they were subjected to a descriptive statistical analysis (Hernández-Sampieri & Mendoza-Torres, 2018), a method that facilitated their ordering and description according to the research questions posed. Excel tools were used to compute the representation of the different aspects studied in the corpus (requests by stage and by period, priority reasons by subcategories; and their corresponding evolution over the periods), as well as to generate tables and graphs.

Reason coding

Reasons were classified according to a taxonomy of our own elaboration based on the theoretical assumptions of the teaching selection of books according to Colomer et al. (2018): literary quality and diversity, reader-friendliness and functions to mobilise works. The typology established by Arellano-Yanguas (2019) in her study of the thematic interests that drive library reading guides was also considered: specific feature of the works, reading itinerary, psychological aspect, didactic or functional reason.

The categories included in this taxonomy focus on the book, the reader, the curriculum and the context and, at a more concrete level, 14 sub-categories are defined to cover the different reasons:

Table 2. Classification of the reasons for bibliographic requests

Category	Subcategory
BOOK	Date of publication
	Author or title
	Genre, sub-genre and format
	Character
	Publisher
	Setting
	Theme
READER	Age
	Special need

Category	Subcategory
	Emotional aspect
CURRICULUM	Subject
	Cross-cutting theme
BACKGROUND	Anniversary, celebration...
	Specific teaching activity

As can be seen, within the *book* category are the subcategories *date of publication* (e.g., new releases), *author/title*, *genre/sub-genre or format* (such as comic or picture book), *character* (dinosaurs, superheroes), *publisher* (Kalandraka, Anaya), *setting* (places and times such as China or prehistory) and *theme* (e.g., rain or magic). The *reader* category includes the subcategories of learners' *age* (books for six-year-olds or a selection for pre-school), *special need* (capital letters or stories in the BATA system), *emotional aspect* (identification of emotions, conflicts and life changes: jealousy, fears, grief, adoption, etc.). On the one hand, the explicit curricular reasons are included in the *curriculum* field (subject content: e.g. water, food, animals), and the hidden curriculum reasons (cross-cutting themes such as co-education or interculturality). Finally, the *background* field considers functional reasons such as anniversaries or celebrations and specific didactic activities such as workshops, recitals or dialogical gatherings carried out in the school context.

In the process of defining the subcategories and linking the reasons or themes thereto, it was necessary to overcome obstacles such as the narrowing of the conceptual field of the subcategories, the possibility of attributing the same reason to several of them, or the difficulty of interpreting some themes indicated by the teachers due to the lack of accuracy in the information collected in the *reason* field of the forms. The following decisions were taken in this respect:

- Assuming the curricular nature of certain themes when they were reflected in the official documentation of the stage corresponding to the request (e.g. a request for books on "Middle Ages and castles" in Primary School), while when this was not the case (the same example in Pre-school) it was considered to be an element of setting in fiction. These cases have been noted and the same attribution criteria have always been applied.
- Opting to duplicate the registration and computing each subject independently in the presence of some composite requests (double subject).
- Including requests for batches of the same title (the library offers 150 batches with 20 copies of the same work) and group them under the category of *author* or *title*.
- Incorporating the preceding reasons for six forms intended for groups of pupils with special educational needs integrated in pre-school and primary schools and coding them according to the stage they are addressed to.

Finally, in order to resolve doubts about the interpretation of the themes and to validate the final lists of subcategories and reasons, the expert judgement of members of the library team was sought.

RESULTS

Most the requests under analysis, 56.4% of the total (529), were addressed to students in pre-primary education (either alone or in combination with another stage); 38% (356) were for primary education; and 5.6% of requests (53) were for secondary education.

It should be noted that of the total number of petitions reviewed, 15.8% (127) were addressed to several education cycles. Of these, more than 92% (117) correspond to requests for pre-school and primary education.

If the period *variable* is considered, the result is that in all phases the highest number of requests are addressed to Infants. Both at this stage and in Primary Education, there is a downward trend in the number of requests.

Table 3. Requests for each stage of education in the different periods

Cycle	2007-2011	2012-2016	2017-2021
Pre-primary education	232	172	125
Primary education	131	127	98
Secondary education	9	27	17
Total	372	326	240

As for the reasons requested, the result of the analysis by category was as follows, in order from highest to lowest: 372 requests related to the book (*date of publication, author and title, genre, character, publisher, setting, theme*), 300 to the curriculum (*subject, cross-curricular theme*), 85 to the reader (*age, special need, emotional aspect*) and 47 to the background (*anniversary, celebration, didactic activity*). Translating this data into percentages, it can be seen that the dominant perspective when requesting the loan of works - that of *book-related* reasons - accounts for almost half of the requests (46.3%). Next, with 37.3% of presence, are interests related to the *curriculum*. Finally, with a meagre 16.4%, we find *reader-centred* (10.6%) or *background-centred* (5.8%) reasons.

If these same requests are broken down into subcategories, as can be seen in [Figure 1](#), by far the most popular reason for request over the entire period studied (2007-2021) is the *subject*, with a total of 187 requests (23% of the total).

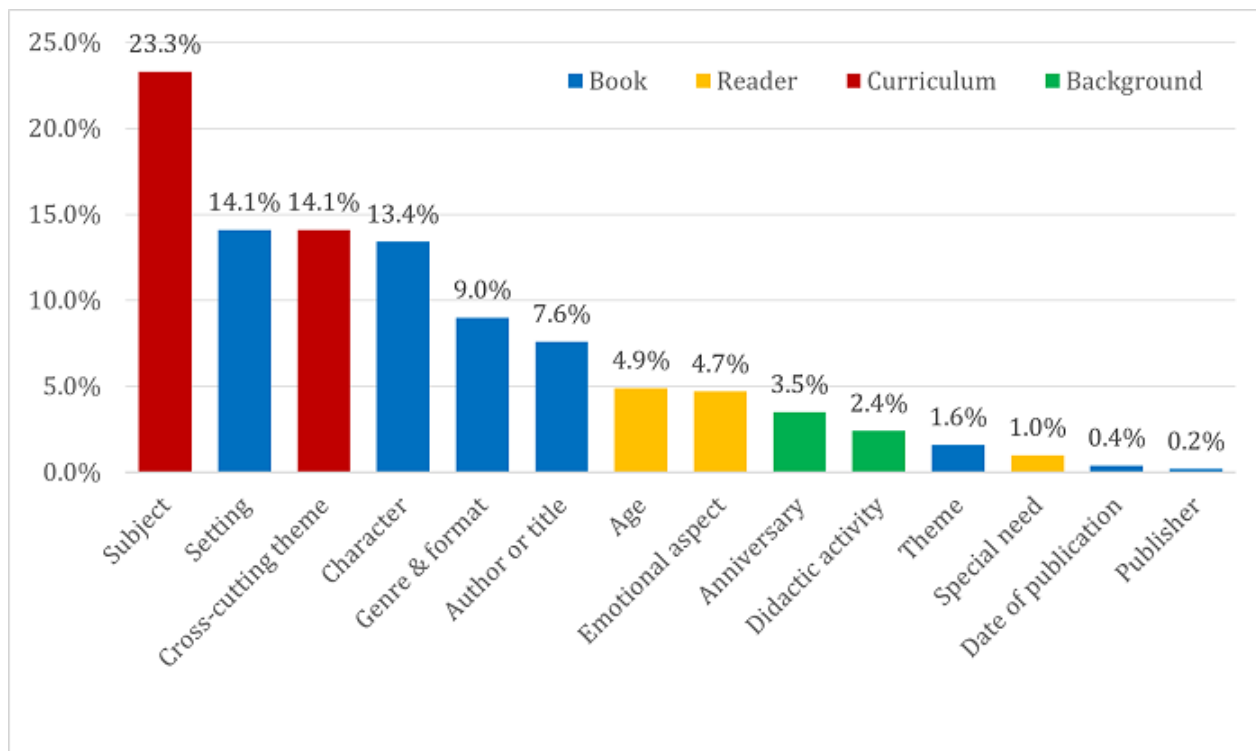


Figure 1. Main reasons (subcategories) totals

Also in the differentiated analysis of each of the three periods, this preference remains constant, except in the post-confinement period, where a shift towards a reason of a literary nature can be identified: *character*.

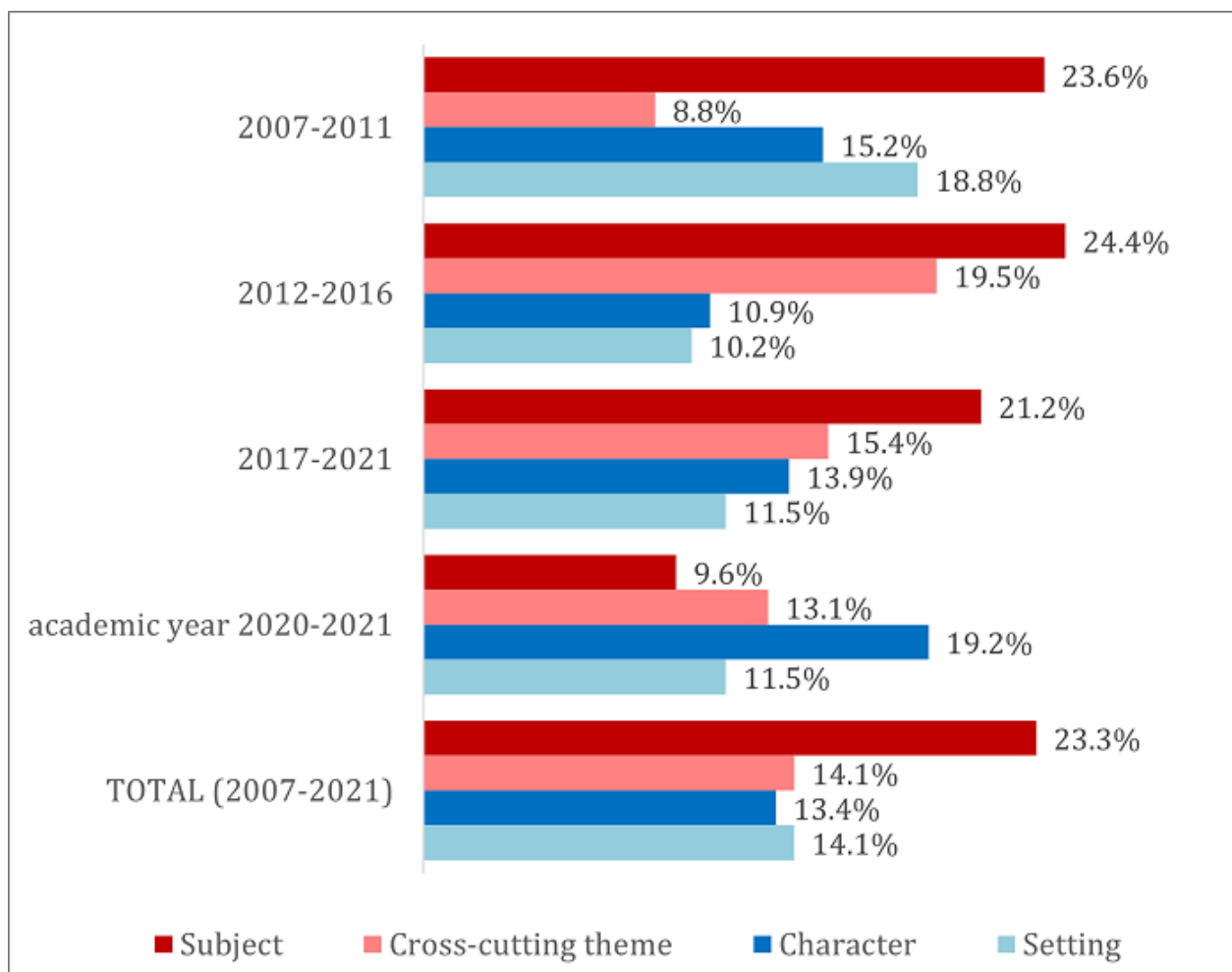


Figure 2. Percentage presence of main reasons in each period

With regard to the *subject* subcategory, which was highly representative in different periods, a detailed analysis of the data accompanying it in the forms revealed that the most popular subject was Natural Science (60%). Within this, the most frequently requested specific subject is the human body and its functioning (health, nutrition and sexuality), which accounts for 25.5% of subject-related requests, followed by astronomy (14.4%) and zoology (14.4%).

On the other hand, the subcategories of least interest, adding up the requests over the 15 years covered by the study, were: *publisher* (0.2%), *date of publication* (0.4%) and *special need* (1%); however, if the requests are grouped into the four basic categories established, it is noticeable that the least requested reasons were those related to the *background* (*anniversary, celebration and didactic activity*).

Focusing on the post-confinement period (September 2020-June 2021), the subcategory *literary character* accounts for 19.2% of requests, followed by *cross-cutting theme* (13.5%) and *setting* (11.5%).

Finally, the analysis of the themes shows an increasing trend of emotional motives over the periods: 4.5% in the first and second requests, 5.3% in the third and 9.6% in the September 2020-June 2021 window.

DISCUSSION AND CONCLUSIONS

This study aimed to investigate the processes and actions of teachers in the use of public library services. After analysing the forms filled in by the teachers, it can be concluded that the greatest demand for the service is directed at pre-school students, which reinforces the findings of [Mañà and Baró \(2004\)](#) on the reason for the lower interest in these services at higher education levels. A decreasing line of interest can be observed in the request for loans in Pre-school and Primary School. There are multiple factors that may have contributed to this progressive reduction in demand; among them, we point out a few:

- High initial interest, with the start-up of the service. The coincidence of the strong economic crisis that the country went through in the same period (2008) may have reinforced the number of claims in this first interval analysed.
- Possible increase in the budget of schools after the period 2012-2016, which may have favoured a greater availability of their own funds in the school library and, therefore, greater autonomy with respect to the public library.
- The opening in 2011 of the Library of Navarre (headquarters of the regional library network) and the launch of its children's section expanded the range of services on offer and, therefore, the possibilities for collaboration with schools. This may have led to a redistribution of teaching demands to other libraries.
- The closure of the library during the pandemic months (March to June 2020) and the consequent interruption of the service, which was not resumed until September 2020.

The exception to this downward trend is among secondary school teachers, whose demand has been particularly high in the second period, a trend that might have continued had the library not been quarantined in 2020. This increase in requests could be explained, according to statements by the library team itself, by the increase in the number of visits to the library by secondary school groups. Increased awareness of the library's possibilities and resources generally leads to an increase in demand for services, both among students and teachers.

On the other hand, the fact that 15.8% of the requests were shared by several educational stages seems to indicate good coordination between teachers.

The wide variety of reasons identified in the requests reflects the plurality of teaching interests, and paints a portrait of the issues that today's education is concerned with. In terms of priority requests, almost half of the loans responded to an interest related to the work itself (*characters, place and period of setting, genre and format, author or title, etc.*), which shows that, among the multiple ways of bringing reading to pupils, those that place the book at the centre are still the most frequent.

In general, teachers seem to prefer books that respond to certain settings, themes, characters or genre, without specifying specific titles, although 7.6% of the requests were addressed to a certain author or work. These include recurrent classics such as *Little Red Riding Hood* (11 requests) or *Alice in Wonderland* and *The Three Little Pigs* (with four frequencies each). The multiple versions of these stories have been of particular interest, a phenomenon which confirms the intertextual nature of contemporary literature and which can be interpreted as a way of reinforcing the role of the classics as a basis for students' reading education. In this regard, it is worth noting that the two most popular literary

genres are comics (22 requests) and picture books (9 requests), which once again demonstrates the specificity of post-modern literature, in which the role of the image and the visual code play a key role.

With more than a third of requests, Within the *curriculum* category (selections of books related to subjects or cross-cutting themes), it should be noted that, in the breakdown analysis of reasons, the most represented subcategory was *subject* (almost 25% of all requests) and, within this, Natural Science was the one with the highest number of requests (114 batches of books). It is striking in a study on the selection and lending of children's books that the most repeated theme in the requests is related to science and, more specifically, to the human body. This may be an indicator of the increasing plurality of information sources being incorporated into learning beyond the textbook, a conclusion reinforced by comments from the library team regarding the growing demand for bibliographic batches for the project-based learning model.

As for the evolution of reasons over the periods studied, it is found that *subjects* appear in preferential positions in the three-time blocks, although the special post-confinement period (academic year 2020-2021) shows a notable shift towards literary characters among the most demanded subjects.

The increase in emotional motives that can be seen in the last five years studied and, in particular, in the last academic year, is also significant. It can thus be concluded that there is a tendency to focus on a less instrumental perspective and closer to aesthetic-playful aspects, a view that we could consider more human and personal.

These results corroborate a reality that is reflected in all areas of our society: a generalised interest in affective issues which, if it was already visible in the field of children's literature before 2020, with a growing publishing production focused on this aspect, has become one of the most prominent thematic interests, something that can also be seen in recent studies on the link between children's literature and emotional education (Rodríguez-Turriago et al., 2022).

The case study presented in this paper has facilitated the analysis of the chosen topic in an accessible, specific and immediate way, and has allowed us to understand it at the present time, as well as its evolution over the last 15 years. As a limitation, its results cannot be extrapolated as they are confined to a specific context; however, the findings obtained may be suggesting current trends in the aspects studied. The validity of this research lies in its exploratory nature, as it approaches a little-studied phenomenon (Yin, 2009), and in its reliability, which stems from the accurate data analysis and interpretation. This paper provides information that may be relevant in different areas as a basis for implementing actions and strategies that strengthen the links and reinforce the bridge between the library and the school, according to the contributions of Camacho-Espinosa and Ortiz-Repiso (2004) and Mañá and Baró (2005), as described below.

IMPLICATIONS FOR DIFFERENT ACTORS AND OPEN LINES OF RESEARCH

The findings of this study confirm the need to review the model of cooperation between public libraries and schools and point to implications for the different areas involved:

Regarding public libraries

Observation of teaching demands provides relevant information on the resources that can be seen as a priority, which can be considered when defining the criteria for the acquisition of new books.

As for the less popular themes and reasons, the conclusions obtained call for the intensification of reading dissemination and promotion initiatives in order to make all available resources visible and to encourage teachers to diversify the selection criteria (e.g. to publicise certain particularly singular publishers, to link the readings to certain school contexts, etc.).

The growing trend of requests in Secondary Education highlights the importance of reinforcing contact with this educational cycle, by offering services and activities especially aimed at these pupils.

The difficulties encountered in the interpretation of the register of requests raise the need to adapt these forms in order to enrich the information that this tool can provide. In this sense, some interesting suggestions could be: to close response options (based on the established categories and subcategories) and to include information on the use of the books in the classroom (an alternative could be to incorporate a brief evaluation of this service afterwards, by means of a specific question whose answer could be given together with the return of the batch of books).

Regarding schools

If we consider the stagnation experienced in recent years in the operation of this service, as well as the limitation of subjects and reasons requested by the centres, it would be important to deepen the knowledge of library resources and services. In this sense, initiatives such as literary gatherings on children's and young adult literature or guided visits for teachers, which are part of the aforementioned "Library-School Programme" and which also take place in other public libraries, can be useful. This type of activity is also a good opportunity to raise library professionals' main needs and interests as teachers, as well as to be able to open up, through a more plural knowledge, to a greater diversity in what is on offer for students.

It would also be interesting to consider the thematic priorities in the selection of the school library collection in order to build up a meaningful collection capable of supporting the curricular project with its own resources.

As for themes, the prevalence of subject-related reasons is undoubtedly a good indicator of teachers' interest in the inclusion of children's and young adult books in school dynamics. However, it would be important to be aware of the aesthetic and literary value of the works themselves, in order to avoid excessive instrumentalization in this approach, as warned by [Cerrillo \(2013\)](#).

Regarding public administrations

The will of the teaching and library sectors is not enough to achieve effective cooperation between these two areas; it is also necessary for the administration to create the necessary conditions to obtain the maximum fruit from this symbiosis. Therefore, it would be important to encourage the development of collaboration channels, making these

exchanges explicit through the signing of agreements, which could take the form of seminars and training workshops, the organisation of joint reading promotion activities, technical coordination, etc.

Finally, it is essential to activate the material and human resources necessary for the optimal functioning of school libraries at all educational levels, guaranteeing the access of students to all the wealth and variety of reading resources. In this respect, it seems appropriate to recall that “the public library will never be able to replace the school library. It is up to the latter to become the core of curricular action, to become the basic tool of educational action” (Arellano-Yanguas, 2010, p. 55). Only by assuming their genuine responsibilities will public and school libraries be able to join forces and strengthen their close and complementary role.

It would be interesting to compare the participation of each educational cycle in the school visits organised by the library during the periods of time already studied as open lines for future studies, in order to assess the possible correlation between the face-to-face activity with pupils and the subsequent use of the advisory service and loan of materials by teachers.

Similarly, a possible link between the observed decrease in collective loan requests and the progressive introduction of electronic resources in primary and secondary classrooms, especially Chromebooks, could be analysed. In this respect, the following question could be addressed: has the increasing use of electronic devices with internet connection led to less use of traditional bibliographic resources?

Finally, the systematic review of applications conducted in this study has provided a snapshot of the thematic interests present in current literary education; based on the results obtained, this research may be useful for the scientific community interested in investigating, from a socio-educational point of view, how schooling evolves over the decades.

There are still many unexplored areas in the field of cooperation between schools and public libraries. For this reason, it is vital to document the paths already travelled and to observe possible ways to make further progress towards students’ reading literacy.

Special thanks

The authors would like to thank the Caja Navarra Foundation and the team of librarians at Civican for their support in conducting this work.

References

- Area-Moreira, M., & Marzal-García-Qismondo, M.A. (2016). Entre libros y pantallas. Las bibliotecas escolares ante el desafío digital. *Profesorado. Revista de Currículum y Formación de Profesorado*, 20(1), 227-242.
- Arellano-Yanguas, V. (2010). La colaboración entre biblioteca y escuela. La experiencia de la biblioteca Civican. *Tk*, 22, 47-56.
- Arellano-Yanguas, V. (2019). Las guías de lectura. Selección y recomendación literaria en una biblioteca pública. En E. Jiménez Pérez, & M. I. De Vicente-Jara (Eds.), *Análisis de enfoques, metodologías y herramientas didácticas para la comprensión lectora* (pp. 19-32). Síntesis.

- Arroyo-Ortega, Ó. (2021). *Universalizar los servicios bibliotecarios públicos en España*. FESABID. (Informe FESABID). <https://www.fesabid.org/wp-content/uploads/informe-fesabid-Universalizar-servicios-bibliotecarios-Espana.pdf>
- Baró, M. (2015). Bibliotecas públicas y escuela. Una relación compleja, también en Francia. *Anuario ThinkEPI*, 9(1), 100-101. <https://doi.org/10.3145/thinkepi.2015.19>
- Belmonte-Andújar, R., Cuenca-García, D., & Del Olmo-García, L. M. (2009). Bibliotecas públicas y bibliotecas escolares: una colaboración imprescindible. *Mi biblioteca: La revista del mundo bibliotecario*, 19, 32-38.
- Bernal-Macaya, A. I., Macías-Pereira, C., & Novoa-Fernández, C. (Coords.) (2011). *Marco de referencia para las bibliotecas escolares*. Ministerio de Educación, Secretaría de Estado de Educación y Formación Profesional, Dirección General de Evaluación y Cooperación Territorial, Subdirección General de Cooperación Territorial.
- Camacho-Espinosa, J. A., & Ortiz-Repiso Jiménez, V. (2004). Bibliotecas Escolares. ¿Colaboración, cooperación o integración en una red conjunta? Realidad y propuesta para la Comunidad de Castilla-La Mancha. *II Congreso de Bibliotecas Públicas. Salamanca 2004* (pp. 112-120). Ministerio de Cultura de Madrid.
- Cerrillo, P. C. (2013). Canon literario, canon escolar y canon oculto. *Quaderns de filologia. Estudis literaris*, 18, 17-31.
- Choi, G. & Sun, P. H. (2014). A Study on the Pre-service Elementary Teachers' Selection of Children's Books. *Journal of CheongRam Korean Language Education*, 49, 259-285. <https://doi.org/10.26589/jockle..49.201403.259>
- Cid-Prolongo, A., & Domínguez-Ramos, A. M. (2008). Proyectos aula-biblioteca: contribución al desarrollo de las competencias básicas. *Bibliotecas Escolares de la provincia de Málaga. Boletín de Información y Apoyo*, noviembre 34. Consejería de Educación. Junta de Andalucía.
- Colomer, T. (2005). *Andar entre libros. La lectura literaria en la escuela*. Fondo de Cultura Económica.
- Colomer, T., Manresa, M., Ramada-Prieto, L., & Reyes-López, L. (2018). *Narrativas literarias en educación infantil y primaria*. Síntesis.
- Conradi-Smith, K., Young, C. A., & Core-Yatzeck, J. (2022). What are Teachers Reading and Why?: An Analysis of Elementary Read Aloud Titles and the Rationales Underlying Teachers' Selections. *Literacy Research and Instruction*, 1-19. <https://doi.org/10.1080/19388071.2021.2008558>
- De Groot, J., & Branch, J. (2009). Solid foundations: A primer on the crucial, critical, and key roles of school and public libraries in children's development. *Library Trends*, 58(1), 51-62. <https://doi.org/10.1353/lib.0.0066>
- Directrices IFLA/UNESCO para el desarrollo del servicio de bibliotecas públicas*. https://unesdoc.unesco.org/ark:/48223/pf0000124654_spa
- Donovan, C. A., & Smolkin, L. B. (2001). Genre and other factors influencing teachers' book selections for science instruction. *Reading Research Quarterly*, 36(4), 412-440. <https://doi.org/10.1598/RRQ.36.4.4>
- Duff, P. (2012). How to carry our case study research. En A. Mackey y D. M. Gass (Eds.). *Research Methods in Second Language Acquisition: A Practical Guide* (pp. 95-166). Wiley-Blackwell.
- Fitzgibbons, S. A. (2000). School and Public Library Relationships: Essential Ingredients in Implementing Educational Reforms and Improving Student Learning. *School library media research*, 3, pp. 1-66.

- Gaitán-Castro, A. L., & Mosquera-Collazos, J. (2016). Estado de las investigaciones sobre la relación entre la literatura infantil y el proceso docente-educativo. *Actualidades Pedagógicas*, 67, 135-172. <https://doi.org/10.19052/ap.3210>
- Galán-Zamorano, F. (2005). El Servicio Regional de préstamo a Clubes de lectura: una oportunidad para extender los clubes más allá de las bibliotecas. *Idea La Mancha: Revista de educación de Castilla-La Mancha*, 1(2), 266-270.
- Hamilton-Pennell, C., Lance, K. C., Rodney, M. J., & Hainer, E. (2000). Dick and Jane go to the head of the class. *School Library Journal*, 46(4), 44-47.
- Hernández-Sampieri, R., & Mendoza-Torres, C. P. (2018). *Metodología de la investigación. Las rutas cuantitativa, cualitativa y mixta*. MacGraw Hill Interamericana Editores.
- Kammer, J., & Moreland, D. (2020). The Experience of School and Public Library Collaboration. *Knowledge Quest*, 49(2), 52-54.
- Kim, H., & Kim, S. (2022). A Study on Elementary School Teachers' Needs for Access Points for Picture Books. *Journal of the Korean BIBLIA Society for library and Information Science*, 33(1), 233-258. <https://doi.org/10.21125/inted.2018.0534>
- Klim-Klimaszewska, A. (2018). Support book in teaching six-year-old. In *INTED2018, Proceedings 12th International Technology, Education and Development Conference* (pp. 2847-2853). <https://doi.org/10.21125/inted.2018>
- Lance, K. C., & Kachel, D. E. (2018). Why school librarians matter: What years of research tell us. *Phi Delta Kappan*, 99(7), 15-20. <https://doi.org/10.1177/0031721718767854>
- Lee, H. (2015) A study of Teachers' perceptions and Realities of selection on the Recommended Book Lists: focused on the lists for the elementary school students. *Journal of Reading Research*, 35, 195-227. <https://doi.org/10.17095/JRR.2015.35.7>
- MacKay, K. L., Young, T. A., Muñoz, S. H., & Motzkus, T. L. (2020). Expository Texts in First-Grade Classroom Libraries. *Issues in Teacher Selection. Reading Psychology*, 41(4), 264-286. <https://doi.org/10.1080/02702711.2020.1768978>
- Mañà, T., & Baró, M. (2004). Cooperar es cosa de dos: biblioteca pública y escuela. En *II Congreso Nacional de Bibliotecas Públicas [Recurso electrónico]: La Biblioteca Pública: compromiso de futuro* (pp. 136-141). Ministerio de Cultura.
- Mañà T., & Baró, M. (2005). La colaboración de bibliotecas públicas y bibliotecas escolares. ¿Relación, cooperación o integración? *Revista de Educación, nº extraordinario 2005*, 325-337.
- Mardis, M. A., Kimmel, S. C., & Pasquini, L. A. (2018). Building of causality: A future for school librarianship research and practice. *Knowledge Quest*, 46(4), 20-27.
- Moreland, D., & Kammer, J. (2020). School and Public Library Collaboration: Opportunities for Sharing and Community Connections. *Knowledge Quest*, 49(1), 41-44.
- Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly*, 34(3), 286–311. <https://doi.org/10.1598/RRQ.34.3.3>
- Pandora, C. P., & Hayman, S. (2013). *Better Serving Teens through School Library–Public Library Collaborations*. ABC-CLIO.
- Rodríguez-Turriago, K. L., Camargo-Martínez, Z., & Uribe-Álvarez, G. (2022). La lectura del libro álbum como mediación hacia el desarrollo socioemocional. *Folios*, 55, 169-183. <https://doi.org/10.17227/folios.55-12657>
- Sailors, M., & Kaambankadzanja, D. (2017). Developing a culture of readers: Complementary materials that engage. *The reading teacher*, 71(2), 199-208. <https://doi.org/10.1002/trtr.1589>
- Salaberría, R. (2001). *Bibliotecas públicas y bibliotecas escolares: una colaboración imprescindible*. Ministerio de Educación y Cultura.

- Saldaña, A. (2004). Posmodernidad, historia, literatura. En L. Romero Tobar (Ed.). *Historia literaria/Historia de la literatura* (pp. 87-98). Prensas Universitarias de Zaragoza.
- Yin, R. (2009). *Case study research. Design and methods*. SAGE.

Appendices

Appendix I

Request form for the School Library Support Service (SABE) of the Civic Library (Caja Navarra Foundation)

biblioteca
civican
liburutegia

BIBLIOTECA CIVICAN LIBURUTEGIA (PAMPLONA/IRUÑEA) SABE (Servicio de Apoyo a la Biblioteca Escolar)

FECHA DE SOLICITUD · ESKAERA-DATA	FECHA DE ENTREGA · ENTREGA-DATA
NOMBRE DE LA ASOCIACIÓN, ESCUELA, FUNDACIÓN ELKARTE, FUNDAZIO EDO IKASTETXEAREN IZENA	Nº · ZK.
NOMBRE Y APELLIDOS DEL RESPONSABLE · ARDURADUNAREN IZEN ABIZENAK	
TELEFONO · TELEFONO ZENBAKIA	
E-MAIL · POSTA ELEKTRONIKOA	
NATURALEZA DEL SERVICIO · ZERBITZUAREN IZAERA	
Listado bibliográfico · Liburuen zerrenda Préstamo de lote de libros · Liburu sorta baten mailegua Préstamo de otros materiales · Bestelako materialen mailegua Visita “a la carta” · Neurrira antolatutako bisita Otras propuestas (indicar) · Beste proposamenak (adierazi)	
DESTINATARIOS · HARTZAILEAK	
Educación infantil · Haur hezkuntza Educación primaria · Lehen hezkuntza Educación secundaria · Bigarren hezkuntza Educación especial · Hezkuntza berezia Adultos · Helduak	
DESCRIPCIÓN · DESKRIBAPENA	

