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Artículos científicos

La promoción de la lectura en la vinculación universitaria

The promotion of reading in the university link

A promoção da leitura no vínculo universitário

Antonia Olivia Jarvio Fernández

Universidad Veracruzana, México

ojarvio@uv.mx

<https://orcid.org/000-0003-2350-0289>

Resumen

Como respuesta a las exigencias globales, las instituciones de educación superior han asumido un nuevo paradigma para la educación de calidad: la formación integral de ciudadanos con competencias básicas y profesionales sustentadas en valores humanistas, en el diálogo igualitario e inclusivo; es decir, formados en programas educativos altamente vinculados a los problemas sociales. La lectura y la escritura habilitan para aprender a lo largo de la vida y para neutralizar desigualdades de diverso tipo, por lo que la formación de lectores requiere de promotores profesionales que, con los conocimientos adecuados, incidan directamente en la transformación social. Por tanto, el objetivo del presente trabajo es contribuir a la promoción de la lectura y al uso de metodologías para la evaluación y mejora de proyectos en el ámbito lector, por lo cual se analiza el impacto de un programa que hace énfasis en la vinculación universitaria y en las políticas públicas.

En concreto, se presenta una revisión sistemática de 54 proyectos de intervención en promoción de la lectura y la escritura con diversos tipos de grupos. Los proyectos se diseñaron e implementaron a partir del enfoque de aprendizaje basado en proyectos (ABP), con una perspectiva sociocultural, y en el marco de un programa de posgrado. Para la revisión se realizó una clasificación por ámbito de intervención y la discusión de resultados se alineó con una revisión de literatura. Los resultados demuestran el impacto del programa en los diversos grupos atendidos, que incluyó a diferentes ámbitos educativos, grupos sociales, algunos considerados marginales o



vulnerables. Se muestra un cambio en las percepciones sobre el significado de leer y el notable desarrollo en prácticas de la lectura y la escritura, así como en el de habilidades comunicativas. Se destaca la importancia del rol del promotor de la lectura en este proceso, con lo que se reafirma la importancia de su profesionalización como agente de cambio. El conocimiento obtenido permitirá retroalimentar las políticas institucionales. En este sentido, se identificaron los avances y los retos en la promoción de la lectura tanto para la institución como para la región, sobre la importancia de fortalecer los lazos comunicantes de la universidad con los sectores sociales.

Palabras clave: aprendizaje activo, educación superior, intervención, investigación participativa, lectura.

Abstract

In response to global demands, higher education institutions have assumed a new paradigm for quality education: comprehensive training of citizens with basic and professional skills, supported by humanistic values, in egalitarian and inclusive dialogue; that is to say, trained in educational programs highly linked to social problems. Reading and writing enable people to learn throughout their lives and to neutralize inequalities of various kinds, which is why the training of readers requires professional promoters who, with the appropriate knowledge, have a direct impact on social transformation. The objective of this work is to contribute to the promotion of reading, but also to the methodology for the evaluation and improvement of projects in this area, showing the impact of a program that emphasizes university ties and public policies.

A systematic review of 54 intervention projects to promote reading and writing with various types of groups is presented. The projects were designed and implemented based on the project-based learning approach (PBL), with a sociocultural perspective, and within the framework of a graduate program. For the review, a classification was made by field of intervention and the discussion of results was aligned with a literature review. The results demonstrate the impact of the program on the various groups served, which included various educational settings, social groups, some considered marginal or vulnerable. It shows a change in perceptions about the meaning of reading and the remarkable development in reading and writing practices, as well as in communication skills. The importance of the role of the promoter of reading in this process is highlighted, thus reaffirming the importance of their professionalization as an agent of change. The knowledge obtained will allow feedback on institutional policies. In this sense, the advances and challenges

in promoting reading for both the institution and the region were identified and the importance of strengthening the communicating vessels of the university with the social sectors.

Keywords: active learning, higher education, intervention, participatory research, reading.

Resumo

Em resposta às demandas globais, as instituições de ensino superior assumiram um novo paradigma para uma educação de qualidade: a formação integral de cidadãos com competências básicas e profissionais amparadas em valores humanísticos, em um diálogo igualitário e inclusivo; ou seja, formados em programas educacionais altamente vinculados aos problemas sociais. A leitura e a escrita permitem que as pessoas aprendam ao longo da vida e neutralizem as desigualdades de vários tipos, razão pela qual a formação de leitores requer promotores profissionais que, com os conhecimentos adequados, tenham um impacto direto na transformação social. Portanto, o objetivo deste trabalho é contribuir para a promoção da leitura e o uso de metodologias de avaliação e aprimoramento de projetos na área da leitura, para os quais se analisa o impacto de um programa que privilegia a vinculação universitária e nas políticas públicas.

Especificamente, é apresentada uma revisão sistemática de 54 projetos de intervenção para promoção da leitura e escrita com vários tipos de grupos. Os projetos foram concebidos e implementados a partir da abordagem de aprendizagem baseada em projetos (PBL), com uma perspectiva sociocultural e no âmbito de um programa de pós-graduação. Para a revisão, foi realizada uma classificação por campo de intervenção e a discussão dos resultados alinhada a uma revisão da literatura. Os resultados demonstram o impacto do programa nos diversos grupos atendidos, que incluem diferentes contextos educacionais, grupos sociais, alguns considerados marginais ou vulneráveis. Mostra uma mudança nas percepções sobre o significado da leitura e o notável desenvolvimento nas práticas de leitura e escrita, bem como nas habilidades de comunicação. Ressalta-se a importância do papel do promotor da leitura nesse processo, reafirmando a importância da sua profissionalização como agente de mudança. Os conhecimentos obtidos permitirão retroalimentar as políticas institucionais. Nesse sentido, foram identificados os avanços e desafios da promoção da leitura para a instituição e para a região sobre a importância de fortalecer os laços comunicativos da universidade com os setores sociais.

Palavras-chave: aprendizagem ativa, ensino superior, intervenção, pesquisa participativa, leitura.



Introduction

Reading and writing have been resignified in recent years. Entities such as the United Nations Educational Organization (Unesco) and the Organization for Economic Cooperation and Development (OECD) highlight its importance to guarantee meaningful learning, exercise citizenship and face the challenges of the 21st century, hence the public policies of all countries explicitly assume them. In this sense, the Regional Center for the Promotion of the Book in Latin America and the Caribbean (Cerlalc) (2011) has periodically evaluated the countries of the region regarding the programs used to promote reading. In the case of Mexico, despite the strategies implemented, the statistics on reading practices continue to indicate a pending challenge, which is why educational institutions at all levels have reconsidered the task of modifying teaching practices and curricular designs.

However, among the reading programs developed in Mexico we can mention the Reading Rooms, created in 1995 by the National Council for Culture and the Arts (Conaculta). This works throughout the country with volunteers and serves different social groups by providing advice and training (Vizcarra, Ovalle and Corona Berking 2012). Then, in 2001 the first National Reading Program (PNL) appeared, promoted by the Ministry of Public Education (SEP), together with Libros del Rincón and the National Program for the Strengthening of Reading and Writing in Basic Education (Pronalees), which distributed collections of literary and informative works in the basic education of the country, and trained technical teams in each state. Later, Towards a country of readers arises, derived from NLP and the National Strategy 11 + 5, for a community of readers and writers (SEP, 2012). Then, in 2020, the National Reading Strategy is established in the SEP Education document - within the strategic lines of the Strengthening of Educational Quality program - the National Reading Strategy, which integrates three axes: educational, sociocultural and informative character. In addition, as a strategic government program, the problem is being addressed with significant financial support for its research and advocacy.

However, it should be noted that the results of the projects used do not provide the information (or it is very difficult to find) about the evaluation to determine the impact on specific groups. In the words of Kalman (2003), although it is true that the distribution of collections constitutes an important part of promoting reading, it is “their circulation and use in the hands of readers that encourages it” (p. 39).

In this context, Mexico must continue working on the construction of a reading society, since despite the efforts made for this purpose, only 3.5 books are read per year per person (National Institute of Statistics and Geography [Inegi], 2019a), a figure that only reaches 5 in the university environment, with an average of two hours a week dedicated to reading, which reflects a significant deficit.

This general panorama has been getting worse, since the percentage of people who read books, magazines, newspapers, etc., has decreased 10% compared to the 2015 figures. Additionally, only 25% of the people interviewed go to a book section or magazines in department stores, 20% to a bookstore and only 11% to a library (Inegi, 2019a). Likewise, it has been shown that despite the increase in the use of technology, the reading of printed materials prevails.

Along the same lines, and through PISA 2018, it was found that Mexican students have serious difficulties in reading, since only 1% achieved an outstanding performance in the test and more than half were located at level two of reading competence (that is, that is, they identified the main idea of a text of moderate length, found information and reflected on the purpose). In other words, the country's performance between 2000 and 2018 has been the same (OECD, 2018), which, given the demands of the millennium, becomes a setback.

These low rates show that the reading process requires support that should start from the early stages, emphasizing the enjoyment of the texts to sharpen the imagination and expand vocabulary and metacognitive skills. A more elaborate reading, therefore, requires the development of comprehension strategies and the recognition of textual elements to organize and argue about the content. From making sense of the message, inferences and interpretations can be obtained that force new questions to be posed through the capacity for analysis and synthesis.

The materialization of this event is made visible with writing as a practice to build ordered, coherent and content-strong discourses (Pardo, 2019; Sánchez and Errázuriz, 2018), which requires constancy and continuity throughout educational training, is that is to say, a new literacy - subsequent to basic literacy. For this reason, reading and writing are assumed as permanent practices, which acquire specific characteristics according to the stages of training (Acosta and Pedraza, 2019; Escobar, Garbarini and López D'Amato, 2019).

In the words of Castro Azuara and Sánchez Camargo (2018), "it took a long time to recognize (...) that more than spelling and syntax courses are required to bring university students closer to the requirements and demands of specialized communicative interaction" (p. 139). Indeed, in addition to mastering idiomatic rules that are acquired over long periods and constant

exercises, it is necessary to manage specialized terms of each discipline, as practices inherent to learning and the generation of knowledge (Carlino, 2005; Natale, 2013; Stagnaro, 2018). In this sense, Pérez (2018) points out the following:

[The university student] requires not only the general knowledge of rhetorical-discursive knowledge, but also the ways of applying them according to criteria, evaluations and epistemological objectives of each discipline (...). It is important to teach reading that allows the integration of the contributions provided both from a particular disciplinary culture and from the studies of academic literacies. (p. 68).

In addition to the above, technological transformations must be considered, which have given rise to new discourses and forms of communication that have forced a particular preparation defined as digital literacy (Cassany, 2012; Córdón García, 2019; Pérez, 2018). Likewise, work should be done on the development of information skills —information literacy— to approach texts in the best possible way, which constitutes a multiliteracy process of the 21st century (Martos Núñez and Campos Fernández-Figares, 2013).

Institutions, therefore, must support the re-literacy process according to specific needs, which can only be achieved by training professional agents who influence said process. This literacy includes the search for and efficient use of information (Cassany and Vázquez, 2014; Jarvio Fernández, 2019; Salado, et al., 2017) in various media, without omitting the discursive conventions for the elaboration of the academic texts of each discipline (Córdón García, 2019; Escobar et al., 2019).

Reading, essential in the academic field, transcends education and impacts social spheres. Ramírez Leyva (2016) points out that it is useless for society to have abundant information if it does not have sufficiently developed literacy skills. For this reason, the professionalization of the promotion of reading is necessary, understood as an innovative knowledge oriented to the development of skills to meet the needs of re-literacy, with the aim of increasing reading skills in the population.

In this context, the work carried out by the promoter of reading is essential for the construction of meanings and meanings in accordance with the sociocultural environment, hence the academic specialization in this facilitating function is vitally important today.

In this regard, Kalman (2003) points out that an active participation is required to appropriate the “literate artifact”. For this reason, he establishes that a community is needed where through interactions (first peripheral, imitation and later centralized and legitimized) the potential

reader is exercised in the development of reading practice. Achieving this requires expert accompaniment, with the appropriate strategies and readings. At an early age, the family and teachers facilitate the development of a reading culture. Subsequently, it is necessary to give continuity to the process, which must be situated, with discursive knowledge adjusted to the sociocultural approach. For this reason, intervention projects in specific groups manage to build a remedial fabric that, as they expand, can achieve significant social impacts.

The university link and the promotion of reading

Most of the processes developed in higher education institutions (HEIs) are aimed at the qualified training of human resources, with updated and innovative educational programs, which seek to guarantee social responsibility, the generation and application of knowledge in the environment for endorse the relevance. To these substantive functions are added the extension, the diffusion of the culture and the connection. In short, HEIs serve as engines of development, especially when social commitment is assumed (Vallaes, 2014).

An example of social commitment in HEIs is the Universidad Veracruzana (UV), a public state institution with a presence in five regions (Xalapa; Veracruz; Orizaba-Córdoba; Poza Rica-Tuxpan and Coatzacoalcos-Minatitlán) and 26 cities in the state of Veracruz, Mexico. It is 75 years old and is made up of 77 faculties, 23 institutes and 19 research centers; it also has two high-tech service laboratories and 7 language centers. It offers undergraduate studies in all areas of knowledge, as well as more than 100 graduate programs, most of them integrated into the National Quality Graduate Program (PNPC). Enrollment exceeds 80,000 students, hence it is one of the five largest in the country and one of the most important in the south-southeast region. It has five library and information services units and 49 libraries; has a recognized publishing tradition, as well as in humanities and culture.

The link in the UV as a strategic activity guarantees relevance by adapting the substantive functions to regional requirements. Its impact on social problems contributes to improving the living conditions of the population, as well as increasing the competitiveness and productivity of government, private and civil institutions. In this orientation, the promotion of reading, as a transversal axis, integrates multidisciplinary groups with which the development of skills and competencies, as well as situated literate practices, is promoted. With the University Program for the Training of Readers (PUFL), created since 2006, a series of communicating vessels with society has been established.



Advances in reading within the Universidad Veracruzana

The PUFL is a program that promotes reading, especially literature, among its community. It was originally designed to promote the University Library Collection, which includes essential works, selected by Sergio Pitol, winner of the 2011 Cervantes Prize - responsible for the project until the day of his death, in 2018. Currently, the collection has 72 titles: a canon of literature, humanism and science. The PUFL develops workshops and reading circles in all regions and departments of the UV, as well as trainings on how to approach reading in the classroom. The actions transcend the university community, since various social sectors are also served, such as cultural directorates, educational institutions, government agencies, etc.

Faced with this expansion, diagnostic studies were prepared, with the design and application of instruments to monitor and evaluate program progress, and teachers, students, librarians, and workers were trained. Lines of research on reading in higher education and digital reading were derived from these activities. In 2012, reading promoters were trained among the student community. Thus arose the educational experience Workshop for promoters of reading, which is offered within the curriculum of the undergraduate programs, the Area of Training and Free Choice. In 2016, the Music and Literature course was added, where music is the central theme to approach texts. During the development of the PUFL, the need for specialists in the promotion of reading emerged, which is why the postgraduate program was completed to professionalize this activity. Thus was born the Specialization in Reading Promotion (EPL), in 2014.

The EPL: A Necessary and Innovative Graduate Program

The design considered the substantial elements of innovation and quality: an academic nucleus with extensive experience and a face-to-face teaching-learning process supported by ICT (blended learning or bimodal learning), through an institutional distributed learning platform, called Eminus . With this platform, the student is monitored in their training processes (Ojeda and Jarvio Fernández, 2017), and informational skills are promoted, as well as academic reading and writing. The ABP (Bell, 2010; Díaz Barriga and Hernández Rojas, 2010) promotes experiential and meaningful learning, which guarantees that the construction of knowledge is developed with authentic problems in specific contexts, all for the acquisition of competencies that ultimately seek to learn to learn (Martí, Heydrich, Rojas and Hernández, 2010). The formative process in the EPL integrates the dialectical vision of learning-teaching.



The postgraduate course has a clear orientation towards social bonding. Upon entering, each student proposes a project along two lines: (1) development of reading competence in specific groups and (2) reading and writing in virtual environments. This project is developed with the accompaniment of a tutor, the teachers who teach the educational experiences and advisers linked to the specific needs of the intervention. First, the methodological and disciplinary elements are provided for the elaboration of the protocol. At the end of the year that the program lasts, a report is prepared that is presented as reception work to obtain the diploma of specialist in Reading Promotion.

In 2014, during the first generation, the program was submitted to a quality evaluation before the PNPC. It was awarded quality recognition at the “Newly Created Program” level. In the first evaluation of performance indicators (in 2017), it achieved the level of “International Competition Program”, which is the highest awarded.

From this, however, the following questions arise: is it possible to influence the improvement of the reading practices of various social groups? Can the professionalization of reading promoters be considered a relevant function? Can higher education institutions generate communication ties with various social groups through the promotion of reading? Does the promotion of reading, as a transversal and situated program, help to strengthen university ties? Can higher education institutions influence the reading and writing practices of various social groups, with an efficient reading promotion program?

Hypothesis

The professionalization of promoters of reading in higher education can influence the reading and writing practices of various social groups, using the appropriate methods and different reading supports, which will result in the strengthening of university ties, as well as in the development of policies, plans and programs on this issue.

Methodology

A systematic review (Cooper, 2010) was carried out to identify the collective impact of the university bonding actions and to establish the achievements and challenges in promoting reading. 54 reports developed with common guidelines and coordination of graduates of seven generations of the EPL (period 2014-2020) were reviewed. The methodological approach of each project was



that of action research (Romero and Barbosa, 2012), with a sociocultural perspective (Cassany, 2006), which began with a diagnosis of the scope of intervention to determine the problem, the particular objectives and the strategies, as well as the reading cartography to be used. For the evaluation, each project used a mixed approach, based on evidence such as attendance, participation, involvement and product review; Likewise, expressions and opinions were considered from the participatory observation technique, using field logs and semi-structured interviews.

Results

The 54 projects served 1,149 participants, and at least 90% declared having received benefits from the activities presented. In 87% of the participants the perception of reading was changed and the activity was integrated into their personal agenda. Likewise, 9 out of 10 declared the importance of promoting reading as a companion, and 5 out of 10 shared their readings with family and friends.

The infographic in Figure 1 presents the most relevant results of the systematic review of the reports. Subsequently, an analysis, synthesis and discussion are presented, according to the typology of the intervention groups.

Figura 1. Infografía con los resultados destacados de la revisión sistemática

Proyectos de Intervención en Promoción de la Lectura en el Estado de Veracruz, México, periodo 2014-2020					
Proyectos: 54			Participantes: 1149		
Ámbito Educativo preescolar, básica, media, superior. Profesores y estudiantes 22 grupos 572 participantes	Ámbito profesional Empleados técnicos y profesionales, bibliotecarios 5 grupos 101 participantes	En formato Digital 10 grupos 153 estudiantes 4148 Facebook 6368 likes 698 Instagram 800 Twitter	Adultos 4 grupos 95 participantes	Grupos marginales o vulnerables 9 grupos 178 participantes	Grupos con discapacidad 4 grupos 50 participantes
<u>Resultados destacados</u>					
90% cambió su percepción sobre el significado de leer. 87% consideró fundamental el acompañamiento del promotor de la lectura. 54% manifestó haber compartido las lecturas con familiares y amigos.					
17% mencionó el uso del diccionario por primera vez y conocer el significado de nuevas palabras.	40% tuvo más interés por asistir a librerías, bibliotecas y ferias de libros.	85% conoció textos y autores de literatura y se interesó por realizar más lecturas fuera de la intervención.	78% manifestó avances en procesos cognitivos como atención, comprensión, análisis, concentración, y una mejoría en la expresión oral y escrita.		
85% usó por primera vez las herramientas digitales para leer literatura.	87% consideró la lectura en voz alta como la estrategia más influyente en su acercamiento a los libros.	89% desarrolló actividades no cognitivas como la colaboración, trabajo en equipo y expresión de sentimientos.	100% profesores y bibliotecarios consideraron necesaria capacitación en uso de tecnología y fomento de la lectura. Descubrieron el valor de la biblioteca como espacio de formación de lectores.		

Fuente: Elaboración propia

Discussion

Preschool education

Three projects were implemented in preschool education that served 57 children and 28 parents or guardians. At this stage, social interactions in certain sociocultural environments (Vygotsky, 1981) and affects for cognitive processes (Rodríguez, 2013) are important for language development. Parents - with outstanding participation in the interventions - were enthusiastic about discovering the importance of reading. They found significant advances in oral expression, imagination, comprehension, memory, attention, and expression of feelings in their children. A common denominator was the enthusiasm for reading at home and going to libraries to borrow books. According to Suárez Muñoz and Suárez Ramírez (2013), what determines the learning of reading in children is a basic maturity, and not intelligence as had previously been argued. For this reason, they point out the importance of the recognition of literary texts at this stage to improve

oral expression, memory, attention and understanding of stories (Lipka and Siegel, 2010). Orality is decisive, since reading aloud was fundamental for the construction of the meaning of images. Illustrations were shown to contribute to forming a reflective mind (Arizpe, 2005), highlighting the importance of imagination in educational processes (Rodari, 2011).

Basic education

There were three basic education projects, with 78 participating children. Just as speaking and listening are imitated or learned in the immediate environment, reading and writing require a systematic teaching process that is transferred to the educational environment (Suárez Muñoz and Suárez Ramírez, 2013). However, in this area emphasis is placed on the usefulness of reading. That is, the school assumes that the literate student can become a reader on their own, hence the act of studying is promoted, and not so much reading and its strategies (Garrido, 2005). Therefore, it should be emphasized that bringing children to enjoyable and meaningful readings that stimulate their imagination, curiosity and creativity will lay the foundation for the habit of reading.

In this sense, the results of the projects validated the enjoyment with the discovery of words, readings and authors, for which an increase in the comprehension of texts, concentration, attention and creativity was found. Children naturally assumed writing to capture their vision of their surroundings. Reading aloud was effective in prompting reading and for shared reading activities. It was evidenced that the mastery of language and shared reading contribute to the adequate integration into the immediate social world, which lays the foundations for thinking and solving problems, as well as expressing emotions and experiences. It was concluded that in order to promote reading in children, their preferences should be considered and the comment of texts should be encouraged as a method of interpretation, which gives a guide to the discovery of the meanings of expressions (Ballester e Ibarra, 2013).

Basic education teachers

The teacher is the ideal mediator to bring enjoyable and empathetic readings to children in primary education. The project was carried out with 20 teachers of this level. In the diagnosis, the teachers assumed their deficiencies as readers and their limited skills to carry out this activity (Cerrillo, 2010, 2013). In the summative evaluation it was shown that they transformed their opinion about the meaning of reading and learned strategies about the importance of choosing texts



considering the context, as well as the great potential of the library as an aid in promoting reading, and emphasized the need for a permanent training program.

Middle education

Eight projects were carried out in secondary education institutions, with 153 students and 58 teachers. Reading and writing as complex activities require a high sense of motivation at this stage. The promoter of reading is a bridge between texts and students, using the best strategies and tools according to the interests of young people. The results established the change in the meaning of reading and recognized the opportunity that literature gave them to place themselves in different contexts.

An increase in student participation, discussion and collaboration was observed during the sessions, as well as the development of skills to concentrate, deduce, infer and summarize. Most declared their interest in continuing to read. In fact, they mentioned that they read about three books in the weeks following the workshop. Reading aloud, as well as activities that linked reading with other arts (such as cinema, music, painting, among others) were indicated as the preferred practices. The increase in cognitive abilities was demonstrated (Garbe, 2005; Larrosa, 2016) in the use of metaphors, anaphoras and solving problems of space and abstraction, as well as a critical sense. Oral and writing expressions and the expression of emotions improved. Most expressed that they had not had a previous approach to poetry, which they valued very positively after the workshop, as well as traditional narratives and historical texts.

The final recommendations emphasized more reading workshops, as well as greater access to literature books. It was concluded that motivation, recreational activities, adequate reading and having supportive social contexts are essential to promote reading among young people. The teachers, in turn, confirmed their responsibility as reading mediators and expanded their knowledge of literary texts, strategies and tools. Finally, they suggested that permanent training programs in technological resources should be established to promote reading.

Higher education

At this level, seven projects were developed with higher education groups, with 178 participants. The importance of facing the reading of specialized texts (Carlino, 2005; Natale, 2013; Stagnaro, 2018), the efficient use of information (Cassany and Vázquez, 2014; Salado et al., 2017), as well as the use of various digital resources (Cordón García, 2019) to guarantee the



meaningful reading of the texts, also considering the demands of the discourse of each disciplinary area (Cordón García, 2019; Gabbiani and Orlando, 2018). It was shown that this has not been addressed, most of the time, in the training processes. Promoting reading and writing skills as transversal practices that contribute to multiliteracy using literary texts was highlighted. The projects with students from the technical and humanistic areas showed that it is possible to build links between the literary discourse and the disciplinary areas. The use of social networks led to an approach to reading activity. The participants assumed the importance of addressing discourse genres on topics such as homosexuality and engaging in respectful and thoughtful discussions. They discovered reading as a means to fight discrimination, relegation and exclusion. They found an increase in readings that led to an increase in requests for literature books in their libraries, highlighting their importance.

Workers

Five groups of university workers, technicians, professionals and librarians were attended (in total 101 participants). Knowledge in the use of technological applications to read and promote reading, and the willingness to use this knowledge in their work spaces increased. The workers said that they had developed comprehension, reflection and appropriation skills of the texts, which helped dialogue in their spaces, as well as to share readings and contrast opinions, which resulted in a better work environment. The projects showed how the subjects appropriate social practices in their environment, that is, how they learn when interacting in certain groups (Kalman, 2003). It was demonstrated how communicative practices are acquired and used in specific settings. In this regard, Cassany (2004) explains that “in each sociocultural context, reading and writing have adopted their own practices, in the form of discursive genres that fulfill certain functions, with certain roles of reader and author, with predetermined linguistic uses and a also pre-established rhetoric ”(p. 1). The dialogic perspective was reaffirmed by accentuating social interaction and using language as a way to acquire knowledge and find new meanings (Valls, Soler Gallart and Flecha, 2008).

Reading literature with the support of virtual environments favors personal dialogue in their contexts, which results in better performance. In some cases, such as the librarian, they established rethinking functions to adopt strategies to promote reading with users. This shows that reading must be approached as a cross-cutting issue and situated and differentiated practice, with certain purposes, according to the community or group in question, without neglecting the use of new

discourses, a result of the use of ICT. (Alonso Arévalo y Cordón García, 2015; Cordón García y Jarvio Fernández, 2015).

Digital environments

Ten projects were carried out to promote reading in digital environments that impacted 153 direct participants, 4148 Facebook users, 698 Instagram users and 800 Twitter users. These reports showed the following: (1) despite the widespread use of electronic reading aids, very few use them to read literature or to share reading experiences, (2) along with the evolution of ICT, the messages, images, texts and combinations between them, as well as the new forms of transmission, and (3) how the ecosystem of reading has been altered and, with it, how social and cultural expressions have been modified (Albarello, 2019 ; Gómez Díaz et al., 2016).

The strategies implemented were different from those carried out in person, for which specific knowledge about these media is required. The majority stated that they had discovered reading communities with which a broad and enriching dialogue was fostered. These supports allowed monitoring and access to a greater number of users, as well as multidisciplinary integration. The results highlighted an increase in the time spent reading literature and a greater number of consumers. It was confirmed that this type of users respond to the processes of the digital economy, to the use of various reading devices, to connected reading, social reading, commented, shared on social networks, which is enriched by online writing (Alonso Arévalo et al., 2015; Cordón García and Jarvio Fernández, 2015). Differences in the search for information and in the way in which reading is expressed in these areas were evident.

Adults

With adults, four projects were carried out with 95 participants. If in childhood the foundations that promote the taste for reading are laid, in the adult population there is a willingness and motivation to know what has been denied them for a long time. In Mexico, people over 60 years of age represent 12% of the population (Inegi, 2019b) and are characterized by their high illiteracy rates (Narro and Moctezuma, 2012); In addition, they are usually an excluded population on which negative prejudices and stereotypes fall.

Reading stimulates memory and prevents the deterioration of cognitive processes, therefore it is essential to promote it at this stage of life. In this sector, stimuli and texts appropriate to the context of the participants are required. The results showed an increase in interest in reading



literature, which contributed to memory exercise, integration into activities, and in some cases improved moods. The creation of recreational spaces was favored as an emotional incentive. There was interest in using electronic media to read and to establish links with other readers. Most shared the readings with their families.

Marginal or vulnerable groups

Nine projects were carried out with marginalized or vulnerable people (178 participants). One took place in an extremely poor neighborhood in the city of Xalapa, Veracruz, with 11 children and 11 mothers; three in highly marginalized rural communities with 55 children; one with five housewives from a marginal neighborhood; one in a community of Afro-descendants in the state of Veracruz (with 20 children, 10 parents and eight teachers); one with a group of 14 young people in a situation of addictions; one with a group of 20 women with a history of abuse, and finally one with a group of students from a telebaccalaureate school in situations of marginalization and violence.

The groups were characterized by the null previous activity of reading practices. The promoters based their project on the transversality of the reading act, knowledge of the problem and elements to promote empathy. As in the works of Schwartz (2017) and Ceballos (2018), the impact of reading in vulnerable situations was shown. Interest in the readings and the activities carried out was evident in the absence of a cultural offer for this type of group. Parents of children from marginalized sectors mentioned that they had discovered the relevance of encouraging the reading process in their children; consequently, they read with them daily, which strengthened communication and affection bonds. Some readings reinforced the assessment of their identity, as in the Afro-descendant sector, where they learned about readings related to the subject. In the group of young people with addictions, an increase in the interest and time dedicated to certain readings was observed, in the interest of attending book fairs, libraries and cultural events, which was constituted in occupational therapy in the periods of abstinence.

With specific readings, it was possible to denature and understand violence through expression, reflection and dialogue. It was observed that there is a notable difference in the perception of violence between men and women. There was great interest in the use of bibliotherapy, since it favors intrapersonal knowledge and fosters positive emotions, especially in the group of women with a history of abuse. Likewise, most of the participants mentioned that they had shared the readings with members of their families.



People with disabilities or illness

Four groups of people with some disability or illness were cared for, with 50 attendees. We worked with 11 blind people, two children with autism spectrum indicators, 12 young people with some intellectual disability and 25 people with cancer. The condition of disability that prevailed in some people limited their full development, so that in some cases reading ability may be affected. However, reading is a right and a decisive action in the process of social inclusion (Rosing et al., 2013), which is why, in these groups, adaptations are required, depending on the type of affectation, to provide and enhance reading and writing skills.

The participants expressed feeling especially considerate and well cared for. Most appreciated the effort to bring them closer to literature. The blind or visually impaired indicated that the use of audiotexts and reading aloud allowed them to overcome a barrier to approach the books. They expressed surprise that the literature addressed the issue of disability; an increase in hours spent reading was also found. The narrative genre was the most appropriate for children with the autism spectrum, since it allowed us to inquire about the construction of thoughts in the initial stages. The children integrated more elements into their narratives, such as canonical order, the development of the themes, as well as the identification and description of their mental states. There was an increase in socialization, perception, attention, memory, and language. They identified characters, understood central elements of the texts and made some inferences. Parents changed their perspective on reading, and were positively impacted by the result of reading practice in their children; It was concluded that the participation of parents or guardians was essential.

Young people with intellectual disabilities expanded their use of language, literary expression, visual arts and expressive tools, mainly through poetry. Language skills improved, as well as the exploration of their emotions. Finally, for the group of people with cancer, reading helped them move from a state of affectation to one of recovery. It was concluded that the books in the hospitals contribute to a higher quality of the stay, since they promote an adequate integration and coexistence between patients. The literary text was found to be a place of encounter, of search and loss, of recognition and help in critical moments. At the end of the work (in table 1), some expressions and opinions collected from all the intervention projects are shown, based on participatory observation.

The present study indicates that in order to carry out reports with the characteristics of the 54 used, it is necessary to have trained promoters and integrated linkage actions aligned with the methodological approach explained.

Conclusions

The meaning of reading has become a more complex act, so assuming its prevalence in a society demands the participation of all sectors, especially education. The pre-eminence of basic readers contributes to the increase of gaps of all kinds, which urges that educational institutions transform and promote reforms that consider innovative programs to professionalize agents of change who assume the promotion of reading as a situated social practice that contributes to the mastery of different codes according to each community and context. In this way, it intervenes and affects reading and writing practices in society, in addition to strengthening university ties.

The work shows the solid link that is made with the environment, determined by the social commitment shown by the UV, which translates, first, into promoting the habit of reading in all groups and contexts to develop the competencies that guide students. an expert reading in the various formats and multiplicity of discourses, especially in the educational field. Through this practice, in addition, it is possible to attend to groups that have been relegated or excluded, since it can be based on the recognition that reading contributes to enjoyment, the stimulation of abilities, the recognition of feelings and intentions, as well as well as promoting empathy.

Indeed, through literary discourse it is possible to approach genres with themes that address discrimination, relegation and exclusion. In this sense, the groups attended reveal intellectual and emotional benefits, a sense of closeness thanks to strategies such as reading aloud and belonging to texts where they draw themselves. The results show that these actions translate into multiplying echoes of experiences with the environments of many of the participants.

In short, the UV meets its objectives of relevance in professional training, as well as with the innovative application of knowledge to contribute to the construction of a reading society.

Future lines of research

The promotion of reading and writing have become central issues in the context of university education, but now it is sought that actions have an impact on low levels of reading in all areas of society. The IES have been called to assume the task of promoting reading in various groups and areas of society, so the university link should be nurtured with this content. Several institutions in our country are tackling this task through their university programs to promote reading. Research on the techniques and strategies, as well as on the impacts on society, of this type of action in the coming years will occupy the research agendas. There are substantive issues, such as theoretical approaches, evaluation methodologies and care for vulnerable groups that require more inquiries than those carried out so far.

Tabla 1. Expresiones y opiniones recopiladas a partir de la observación participativa

Tipo de proyecto	Perfil de participante	Expresión u opinión
Educación preescolar	Mamá de niña de cuatro años	Cada día le gusta leer cuentos y algunas veces ella nos trata de leer; se ha interesado en la lectura y en escribir el título, algunas veces pide que se le pongan puntitos para que ella pueda escribir las palabras que se le dificultan.
	Niña de cuatro años	De acuerdo con el ejercicio: regalar tres palabras para crear una historia (helado, galletas, peinaba), se generó la siguiente expresión. La abuelita se peinaba su cabello largo al color de la luna, blancos hilos como de plata, mirando las estrellas junto a la ventana. La acompañaba su nietecita que era tan graciosa y comía un helado tan grande como ella. Al terminar se iban a la cocina a hornear galletas para después comerlas junto a toda la familia.
Educación básica	Padre de familia	Una experiencia diferente para los dos, gracias por enseñarnos a enseñar a nuestros hijos a leer.
Educación media	Estudiante de 13 años	¡Para mí leer es perderme en un libro que me interesa, y no saber nada de lo que pasa a mi alrededor!
Trabajadores universitarios	Bibliotecario	El conocer bibliotecas digitales será vital en mi trabajo, pues hay muchos materiales que de ahí se puede extraer para emplearlos como otra herramienta de apoyo en la promoción de la lectura.
	Trabajador técnico	Son muy interesantes porque hablan de cosas que le pueden suceder a cualquiera. Nunca sabes con qué te puedes encontrar, cada cuento te provoca algo diferente.
	Ama de casa	Sí me gustó mucho que me leyeran en voz alta, fue muy agradable para mí porque (eh) el escuchar a una persona y

Personas marginales o vulnerables		cómo lo (eh) expresabas y cómo lo, lo manejabas fue muy agradable porque imaginaba yo más las cosas (eh) ahí aprendí a leer yo también en voz alta, a tomar entonación, pausas (este) respiración y el escribir también me agradó mucho porque me di cuenta la capacidad que tengo para poder plasmar en un papel lo que yo pienso o sea no es lo mismo a cuando lo hablo a cuando lo escribo se me dificultó un poquito pero sí logré que mis ideas se plasmaran en un papel.
	Ama de casa	...pues a mí me gustaría más sobre la vida y obra de Sor Juana Inés de la Cruz, a mí me atrae mucho Sor Juana Inés de la Cruz, de Cervantes yo conozco muy poquitito, muy poquitito, pero a mí sí me gustaría que en un próximo taller pues nos ampliaras o nos dieran, empezáramos de cero con, con (este) a leer a Cervantes y, como género en particular fíjate que me gusta lo fantástico, lo último que pues pudimos leer, fantástico y gótico que, que he estado leyendo fíjate, como este género por ejemplo Amparo Dávila, Stevenson, Allan Poe, y Julio Cortázar, mucho, mucho estos me han atrapado.
	Joven en centro de adicciones	Gracias por enseñarme que todos tenemos derecho a sentirnos tristes.
Personas con alguna discapacidad o enfermedad	Persona con discapacidad visual	No sabía que había autores que hablan de la ceguera y supe que hay muchos tipos de ceguera: sociales y físicas.

Fuente: Elaboración propia

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