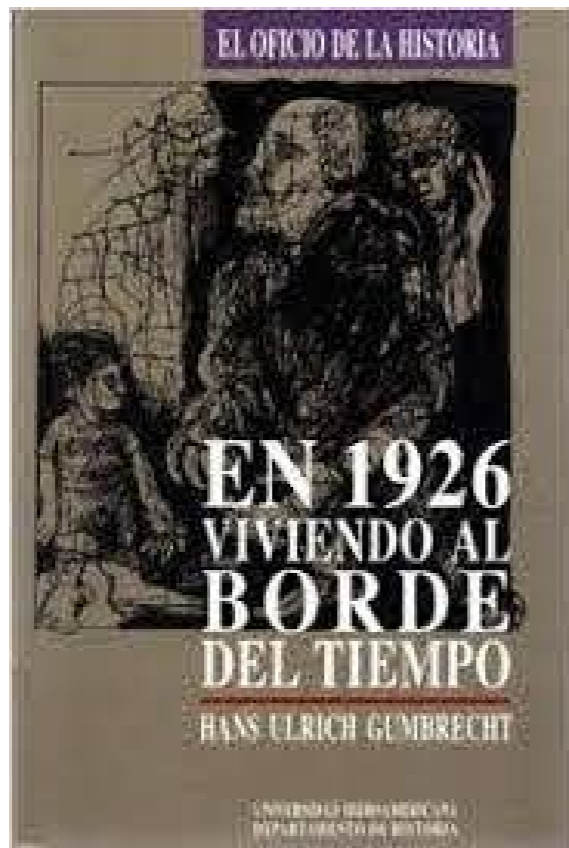


**ENCONTRO BIBLIOTECAS ESCOLARES DE GALICIA 2020
NA REDE**



**La biblioteca escolar
frente a los retos del
2020**

Inés Dussel, DIE-CINVESTAV



Sophie Ristelhueber, *Sunset Years* #2, 2019.

CRITICAL ZONES

The Science and Politics of Landing on Earth

You want me to land on Earth? Why? — **Because you're hanging in midair, headed for a crash.** — How is it down there? — **Pretty tense.** — A war zone? — **Close: a Critical Zone, a few kilometers thick, where everything happens.** — Is it habitable? — **Depends on your chosen science.** — Will I survive down there? — **Depends on your politics.**

EDITED BY

Bruno Latour — Peter Weibel

Blackboards and Bootstraps

Revising Education and
Schooling

David Hamilton and Benjamin Zuffaure



SensePublishers

DORIS
LESSING
MARA Y DANN

Premio Nobel de literatura 2007



«Una obra provocativa y extraordinaria»
Los Angeles Times

Ways of
Curating
Hans Ulrich
Obrist



Nuevas geografías lectoras





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Chief Librarian
 Ashurbanipal was always proud of being the greatest and wealthiest of his day. Some of these tablets were written in his own hand, others are about him, his sister and his wife also learned to write.

Acquisition
 Some of the most important works in the library were acquired from other libraries. The king's agents were everywhere, and they were always looking for new tablets to add to the library.

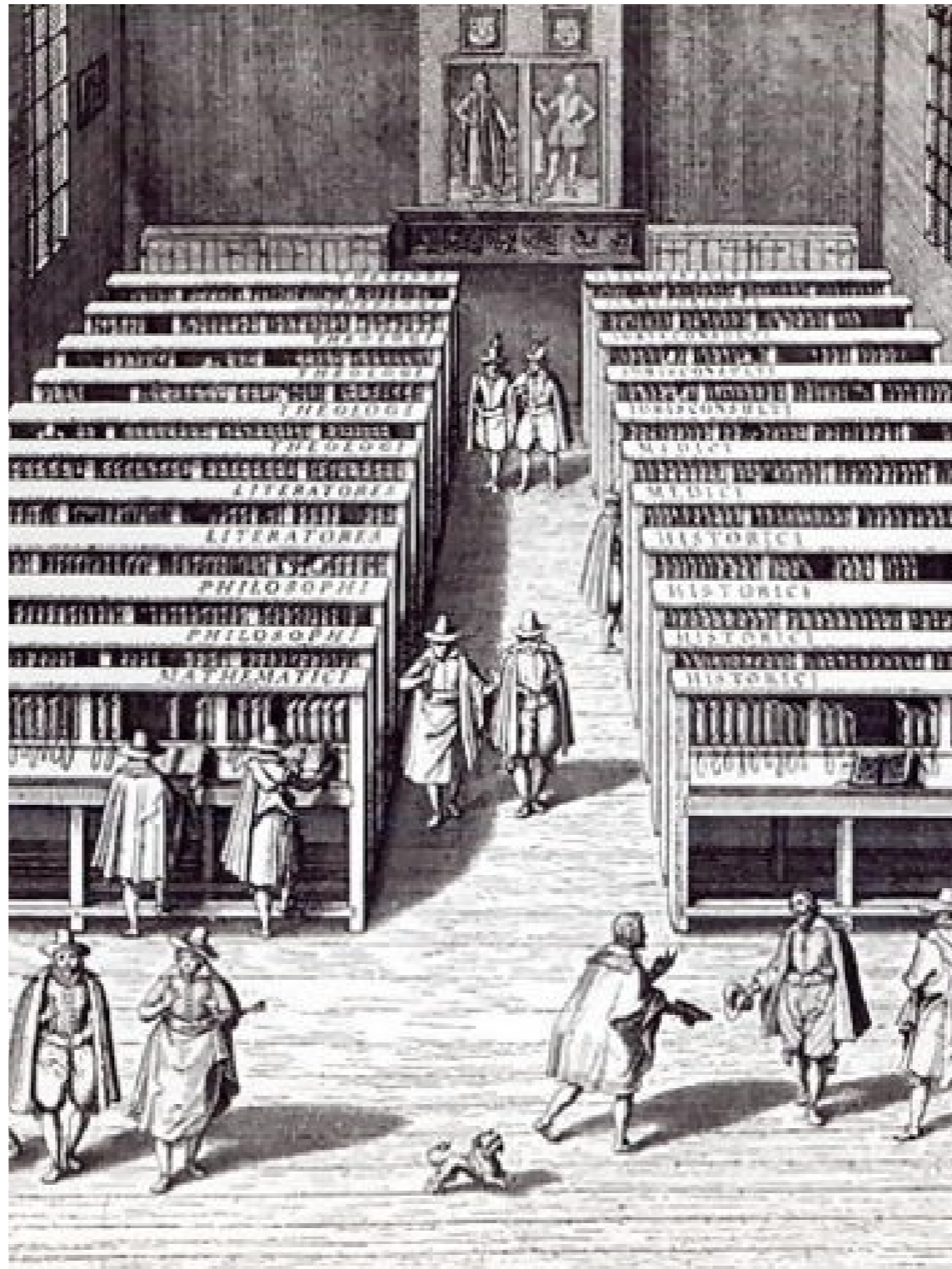
Reference
 The king's library was a place where scholars came to study. The king's agents were everywhere, and they were always looking for new tablets to add to the library.



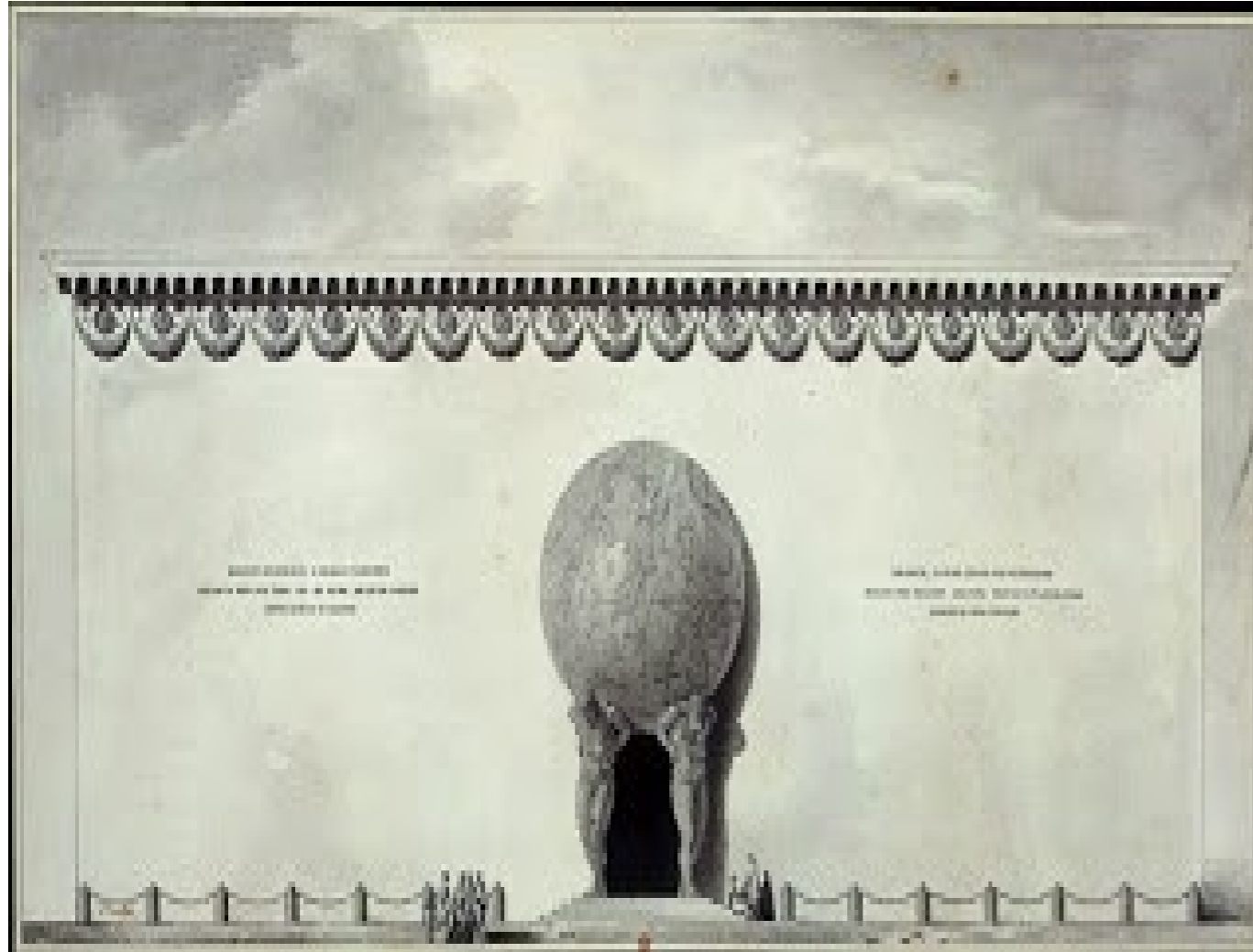
Enquiries
 The king's library was a place where scholars came to study. The king's agents were everywhere, and they were always looking for new tablets to add to the library.

Invasion
 The king's library was a place where scholars came to study. The king's agents were everywhere, and they were always looking for new tablets to add to the library.

Huellas de antiguas bibliotecas en la Mesopotamia



Jan Cornelius Woudanus. Biblioteca de la Universidad de Leiden (1610)



Proyecto para la Biblioteca Nacional de Francia de Boullée
(1785):



Fuente: BNF-EST Ha 57, ft 4, Ekta Rc C 12433, Pl. 45, Entrée de la
Bibliothèque Nationale, élévation de la façade rue Colbert. Disponible en: [http://
expositions.bnf.fr/boullée/grand/50.htm](http://expositions.bnf.fr/boullée/grand/50.htm)



Medieval Chained Library at Hereford Cathedral



Busby Library, (Seventh Form Room.)

Copyright.

Westminster School, Londres, siglo XX



Imagen 1: Dibujo infantil, Escuela Aguirre, 1927. Tomada de la exposición *Madrid, Ciudad Educadora. Memoria de la Escuela Pública (1898-1930)*, Museo de Historia de Madrid, 23 de marzo al 1 de septiembre de 2019.

<p>Ey! No hables</p>	<p>BIBLIOTECA</p>	<p>¡hey! No hables</p>
<p>Eh! Shutup</p>		<p>Vos! No hables</p>

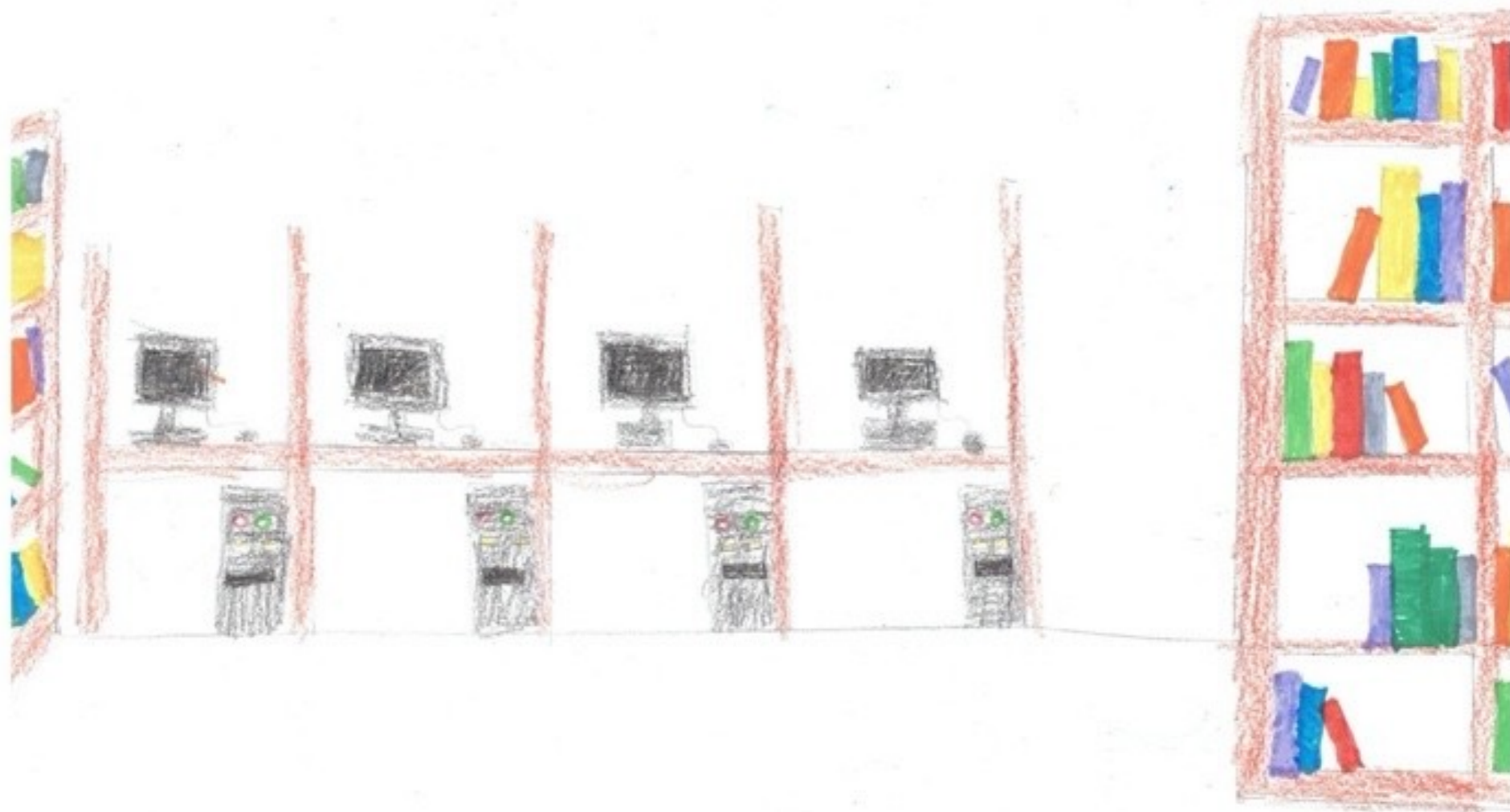




Alumno 4to ESQ, 16 años



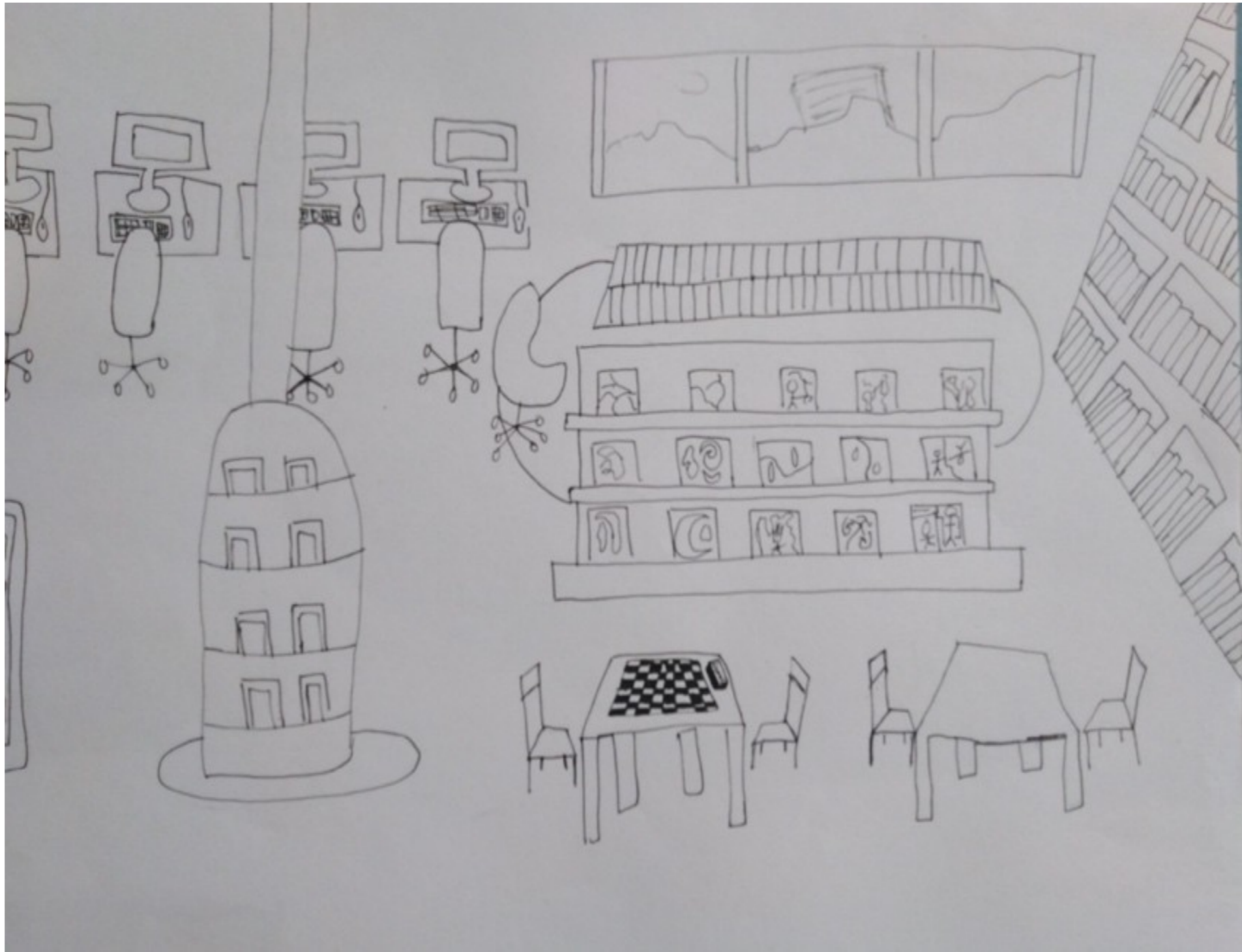
Aluma 6to Primaria 11 años



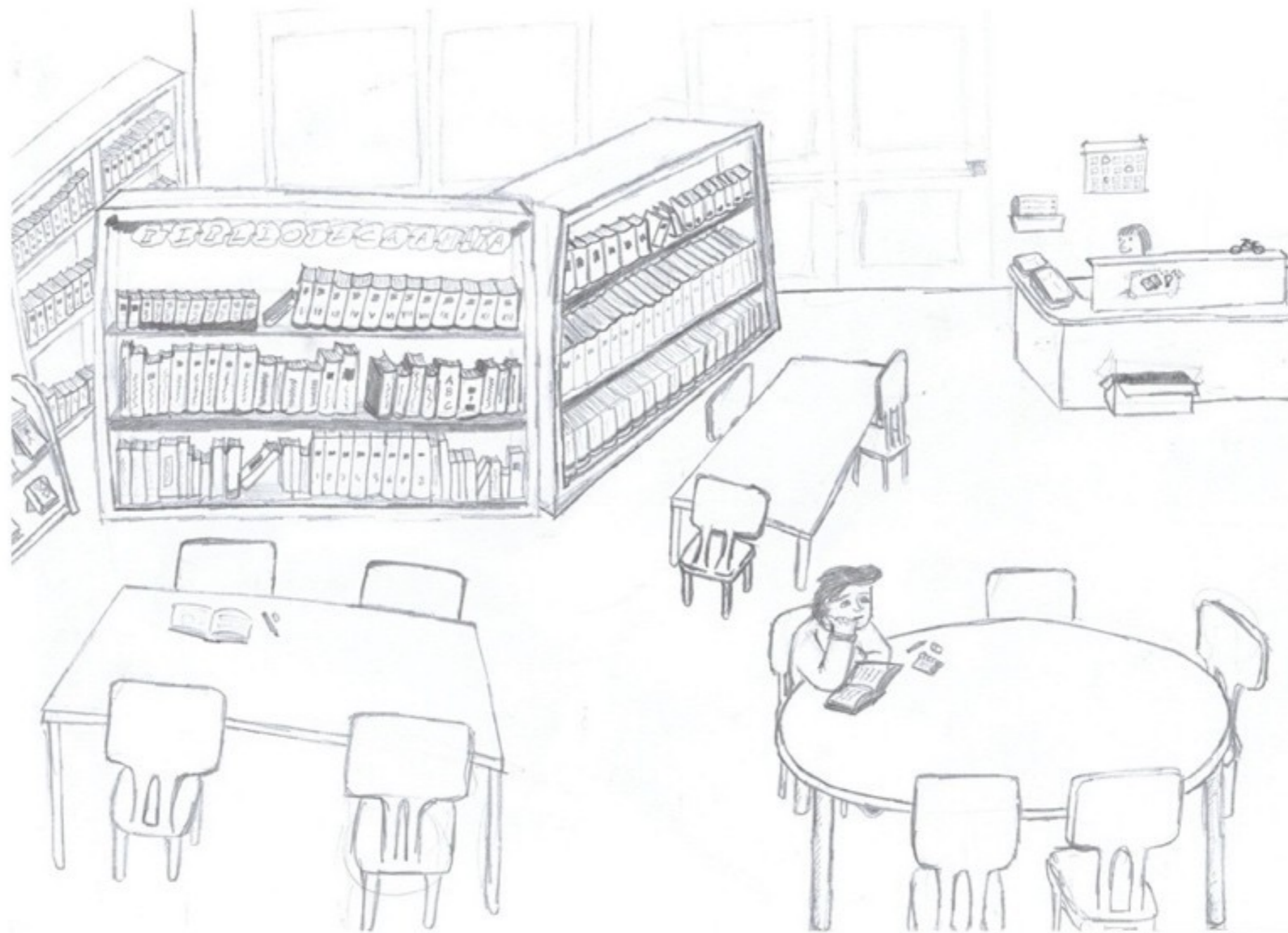
Alumna 5to Primaria, 10 años



Alumno 6to Primaria, 12 años, "Yo de biblioayudante"

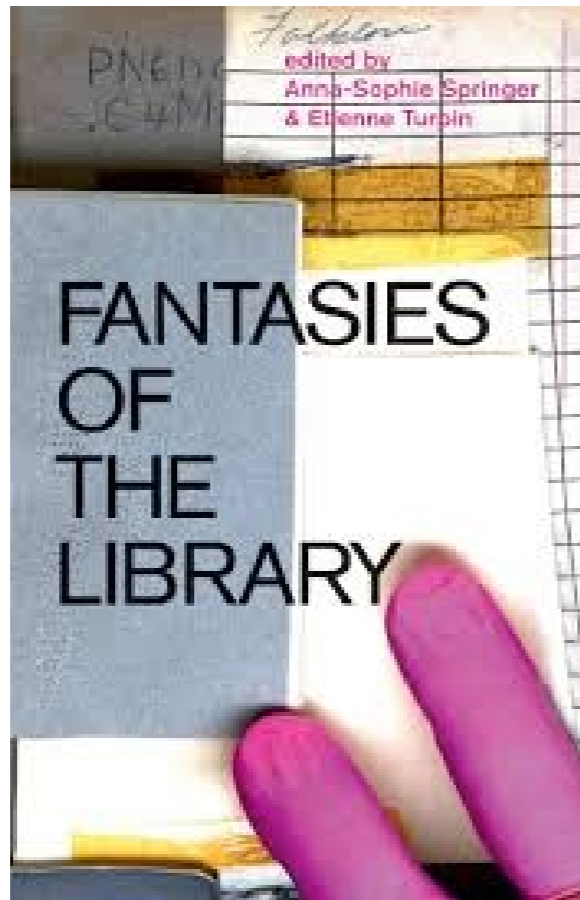


Alumna/o 3ero ESO



Alumno 3ero ESQ, 15 años, Centro de actividades

Archivos digitales: posibilidades y límites



Andrew Norman Wilson, ScanOps (2012)



Alumno 6to Primaria, 11 años

Percepciones sobre el valor y los efectos de la lecturaMOI DE ACORDO / DE
ACORDO

EST. PROF. RESP.

Ler e escribir son fundamentais para progresar na vida	88%	98%	100%
Ler e escribir son importantes para comunicarse e participar en sociedade	90%	99%	100%
Ler e escribir son prácticas divertidas e pracenteiras	64%	97%	100%
Ler paréceme aburrido e prefiro facer outras cosas	20%	6%	0%

Percepciones de los actores escolares sobre prácticas de lectura con medios digitales

MOI DE ACORDO /
DE ACORDO

NEUTRO

EN DESACORDO /
MOI EN DESACORDO

EST.

PROF.

RESP.

EST.

PROF.

RESP.

EST.

PROF.

RESP.

Mientras leo, é habitual que busque información de ampliación en internet

30%

47%

52%

22%

31%

19%

42%

21%

29%

Podo ler e chatear ao mesmo tempo

15%

8%

0%

13%

11%

22%

62%

77%

74%

Comparto en redes sociais o que estou facendo con frecuencia

12%

7%

7%

15%

15%

30%

66%

71%

59%

Nas redes sociais lense poucas cousas interesantes/relevantes

24%

27%

11%

27%

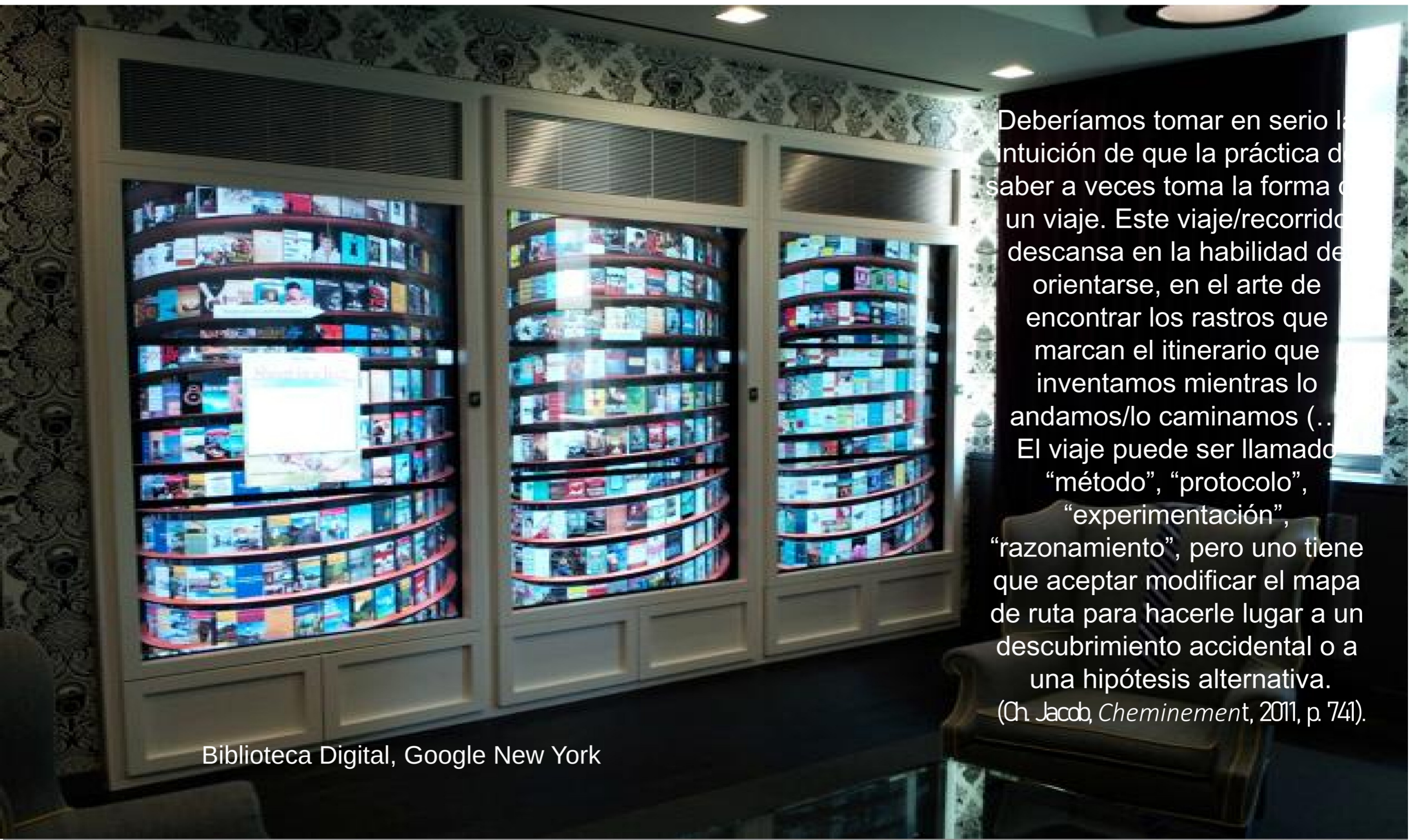
36%

37%

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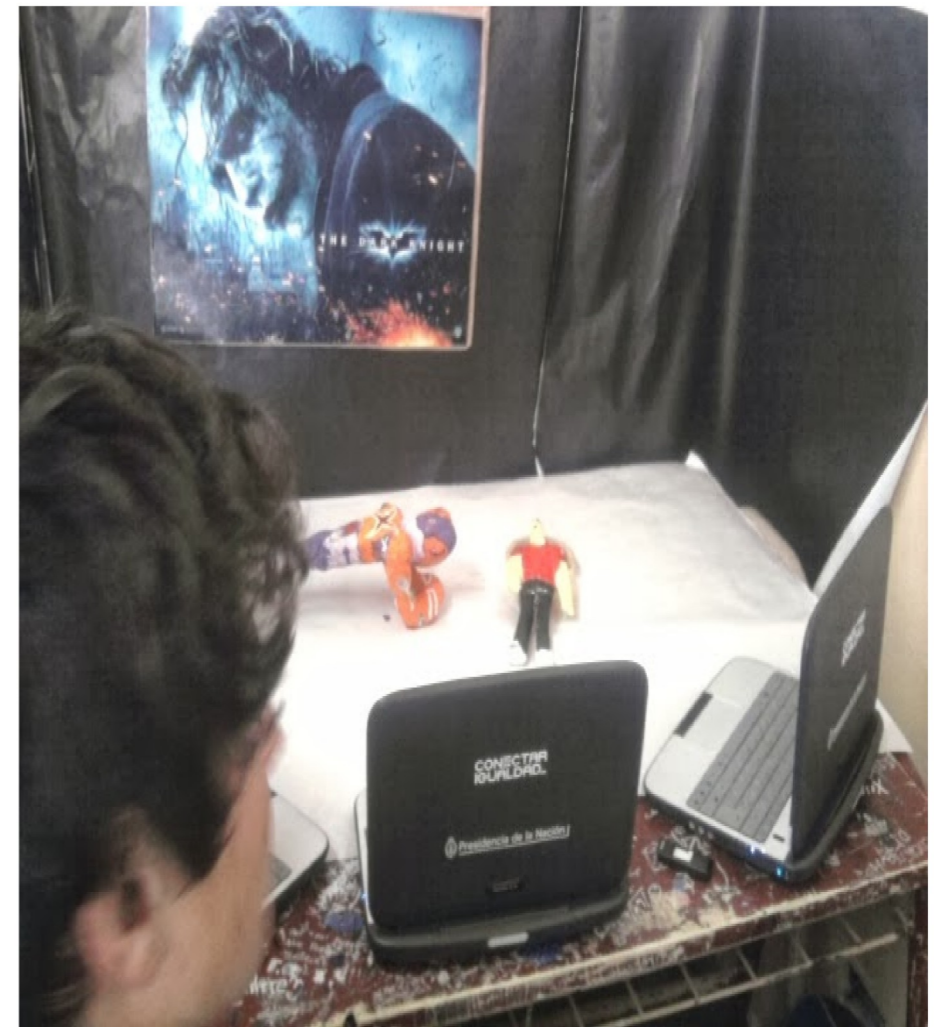
44%



Deberíamos tomar en serio la intuición de que la práctica de saber a veces toma la forma de un viaje. Este viaje/recorrido descansa en la habilidad de orientarse, en el arte de encontrar los rastros que marcan el itinerario que inventamos mientras lo andamos/lo caminamos (...). El viaje puede ser llamado “método”, “protocolo”, “experimentación”, “razonamiento”, pero uno tiene que aceptar modificar el mapa de ruta para hacerle lugar a un descubrimiento accidental o a una hipótesis alternativa. (Ch. Jacob, *Cheminement*, 2011, p. 74).

Biblioteca Digital, Google New York

La escuela como espacio de lo común: prácticas textuales y autonomía intelectual





La educación en un mundo y un planeta con otros desafíos



¡Gracias!