

## Doctoral dissertation Summary

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**Topic of the paper:** *EDUCATIONAL DIMENSION OF THE ACTIVITY OF DISCUSSION BOOK CLUBS. AN EMPIRICAL STUDY*

### Summary:

Discussion Book Clubs are a nationwide educational project aimed at promoting reading. The first clubs were established in 2007 at the initiative of the Book Institute. Their main goal, according to the program assumptions, is to popularize literature and culture. The educational dimension of the activity of Discussion Book Clubs is understood in the work as all educational activities aimed at the development of: a) reading competences, b) literary, c) cultural, d) social and e) civic competences.

The work is divided into five chapters. Chapter one describes the methodological assumptions and theses of the paper. It has been pointed out here that the aim of the work is to investigate the educational dimension of the activity of Discussion Book Clubs through multidirectional empirical research. Therefore, the following research methods were used: literature analysis, document research method, survey research and case study.

The second chapter presents the activity of Discussion Book Clubs in the light of their programme assumptions and reporting documents. Quantitative and qualitative analysis was made of materials received from the Book Institute and factual reports available in the Book Institute Public Information Bulletin for the years 2007-2019.

The third chapter contains a description and analysis of a survey that was conducted in 2017 among moderators of Discussion Book Clubs. An electronic survey questionnaire was used in the study. The aim of the survey was to outline the areas of educational activity of Discussion Book Clubs and to find out the moderators' opinion on the functioning of the clubs.

Chapter four provides a description and analysis of a survey that was conducted in 2019 among club members of Book Discussion Clubs. The aim of the research was to find out the forms of activity of Discussion Book Clubs in the context of reading-literature, cultural and social-citizenship education and to examine the level of satisfaction with the programme. The study again used an electronic survey questionnaire.

In chapter five, through the case study method, selected so-called non-obvious clubs are characterized. The individual interviews conducted with moderators and the analysis of the provided materials made it possible to characterize the activities of particular clubs.

The literature review and the research carried out allowed to draw a number of conclusions, which are included in the summaries of individual chapters and in the conclusion of the paper. It was emphasized here that Discussion Book Clubs in a variety of ways carry out activities in the field of reading and literary education, cultural and social-citizenship education. The clubs promote literature and reading, develop the skills of club members and moderators, and activate and integrate the local community. Promotion of literature and reading takes various forms and is carried out both through regular meetings and additional club activities, e.g. author meetings. The clubs carry out activities promoting regional, Polish and world culture. The interpersonal relationships among club members built during the meetings are of a long-term nature, which proves the social dimension of the clubs' activities. Discussion Book Clubs prepare club members for active participation in the life of local communities and society. Thanks to the variety of working methods and didactic means used, Discussion Book Clubs can be an attractive alternative to extracurricular activities. The attention was also drawn to the needs and possibilities of improving the work of Discussion Book Clubs.

Keywords: empirical research, discussion book clubs, reading, reading education, literary education, cultural education, social education, civic education, reading competences, literary competences, social competences, civic competences, extracurricular activities;