



## Course syllabus

Faculty Board of Humanities and Social Sciences  
School of Cultural Sciences

IBO100 Biblioteks-och informationsvetenskap I, 30 högskolepoäng  
Library and information science I, 30 credits

**Main field of study**

Library and Information Science

**Subject Group**

Library and Information Science

**Level of classification**

First Level

**Progression**

G1N

**Date of Ratification**

Approved by the Board of the School of Cultural Sciences 2009-06-16

Revised 2010-10-28. Changes in examination.

The course syllabus is valid from spring semester 2011

**Prerequisites**

NO VALUE DEFINED

### Expected learning outcomes

The course provides students with a broad understanding of the field of library and information science, its basic concepts and central areas of application.

After completing the course, students should be able to show:

- knowledge about libraries and information as idea constructs as well as an understanding of what these phenomena signify in today's society and in an historical and international perspective,
- knowledge about the cultural and social histories of libraries,
- knowledge about official decision-making processes and the Swedish library system's position and role in society's social and political structures,
- basic knowledge about society's structures as well as understand the library's position in these structures,
- knowledge about the institutions, organisations and other main figures that are a part of the Swedish library system,
- knowledge about the emergence and development of the career of librarian as well as what the librarian's professional knowledge consists of today,
- knowledge about the library's repertoire of specific tools and working methods,
- knowledge about library users and different kinds of information services based on different socio-cultural structures,
- knowledge about library users' attitude towards different kinds of libraries and

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- public functions,
  - basic knowledge about library users' socio-cultural conditions,
  - knowledge about, and developed an understanding for how library users utilize different kinds of libraries and what their attitudes towards them are,
  - knowledge about the physical and digital media landscape's basic structure, processes and main figures,
  - knowledge about libraries' media planning and its significance for the libraries' activities,
  - knowledge about basic concepts and models within information competence, information architecture and theory of knowledge,
  - basic knowledge about techniques within social sciences research methodology as well as their applications within library and information science,
  - ability to communicate knowledge, where the ability to correctly use Swedish verbally and in writing is of great importance.

## Content

### **Module 1. Library – user – society I, 15 higher education credits**

The module includes the following components

- a) concepts and perspectives in library and information science as well as the library's structural provisions
- b) profession and user in relation to the library's typical functions and tasks.

### **Module 2. Introduction to the organisation of knowledge and information architecture I, 7.5 higher education credits**

During this module, students will develop basic theoretical knowledge about information competence as well as gain insight into different application areas. Being information competent means realizing when one requires information. One should also be able to identify potential sources of information, formulate appropriate search strategies, efficiently search for information, and be able to interpret, analyze and organize information and thus solve a problem or complete a task.

The module provides an introduction to basic concepts, models and framework within the area of information architecture. Here, the module addresses the fundamentals regarding structuring of information, for example, cataloguing. The module also includes an introduction to information retrieval in databases and search engines.

Students should become aware that different ways of looking at knowledge has consequences for how science can be understood and pursued. The module will also provide an understanding of how knowledge can be developed in practice, in regards to both reflexive processes and other knowledge development.

### **Module 3. Methodology I, 7.5 higher education credits**

This module covers techniques and practical exercises where the student, individually and in a group, by degrees develops thoughtful writing and learning skills.

The module includes a survey of research techniques primarily within qualitative research methodology as preparation for practical exercises in connection with field studies.

During the module, the student will write short reports and texts in order to practice fundamental proficiency in report writing.

## Type of Instruction

Teaching is in the form of lectures, group discussions and mandatory seminar exercises where the student will report and discuss results from assignments.

When the course is offered as a web-based distance course, appropriate teaching methods will be utilized.

## Examination

The course is assessed with the grades Fail (U) or Pass (G).

In order to pass the course, students need to meet the expected learning outcomes.

Examination occurs through oral or written exams and presentations of obligatory assignments. Both individual presentations and group presentations occur. For students who fail to earn a Pass grade at the first examination opportunity, a maximum of four additional examination opportunities will be provided.

## Course Evaluation

Course evaluation is carried out at the end of the course. The evaluation is compiled, reviewed with the students and archived according to departmental protocol.

## Required Reading and Additional Study Material

### Required reading

#### **Module 1. Library – user – society I, 15 higher education credits**

Alexandersson, Mikael & Limberg, Louise. 2004. *Textflytt och sök slump: informationssökning via skolbibliotek. Myndigheten för skolutveckling*. 128 pages.

Broms, Susanna. 2005. *Biblioteken och juridiken*. Studentlitteratur. 192 pages.

Chadwick, Andrew. 2006. *Internet politics. States, citizens and new communication Technologies*. Oxford University press. 80 pages (selected pages).

Eriksson, Catarina & Zetterlund, Angela. 2008. *Den svenska biblioteksgeografin 2008*. Svensk Biblioteksforskning. 20 pages.

Hansson, Joacim. 2005. *Det lokala folkbiblioteket – förändringar under Hundra år*. Mimer. 57 pages.

Hansson, Joacim. 2006. *Just collaboration or really something else? On joint use libraries and normative institutional change with two examples from Sweden*. *Library Trends*, 2006.54 (4), pp. 549-568. 18 pages.

Harris, Michael H. 1999. *History of libraries in the western world*. Scarecrow. 301 pages.

Lidman, Tomas. 2008. *Scientific libraries: past developments and future changes*. Chandos. 123 pages.

Nilsson, Sven. 2003. *Kulturens nya vägar. Kultur, kulturpolitik och Kulturutveckling i Sverige*. Polyvalent. 200 pages (selected pages).

Rubin, Richard. 2004. *Foundations of library and Information Science*. NealSchuman publishers. 215 pages (selected pages).

Schreiber, Trine & Elbeshausen, Hans. 2006. *Bibliotekarierna – en profession i et felt av viden, kommunikation och teknologi*. Forlaget Samfundslitteratur, pp. 9-46. 40 pages (selected pages).

Talja, Sanna, Tuominen, Kimmo & Savolainen, Reijo. 2005. "Isms" in information science: constructivism, collectivism and constructionism. *Journal of Documentation*, 2005.61(1), pp. 79-101. 22 pages.

### Reference literature

Halvarsson, Arne, Lundmark, Kjell & Staberg, Ulf. 2003. *Sveriges statsskick: fakta och Perspektiv*. Liber. 194 pages (selected pages).

*Additional literature in the form of academic articles and other independent information searches in connection with specialized assignments and projects.*  
300 pages.

**Module 2. Introduction to the organisation of knowledge and information architecture I, 7.5 higher education credits**

Hartman, Jan. 2005. *Vetenskapligt tänkande – från kunskapsteori till metodteori*. Studentlitteratur. 307 pages.

Fransson, Jonas. 2007. *Effektivare informationssökning på webben. Handbok i konsten att söka information*. Hexa förlag. 195 pages.

Article compendium provided by the department. Ca 300 pages.

Additional literature chosen in connection with the teacher. Ca 200 pages.

**Module 3. Methodology I, 7.5 higher education credits**

Dysthe, Olga, m.fl. 2005. *Att skriva för att lära*. Studentlitteratur. 200 pages.

Kvale, Steinar. 2005. *Den kvalitativa forskningsintervjun*. Studentlitteratur. 306 pages.

Rienecker, Lotte & Stray Jörgensen, Peter. 2004. *Att skriva en bra uppsats*. Liber. 284 pages.

Trost, Jan & Hultåker, Oscar. 2007. *Enkätboken*. Studentlitteratur. 168 pages.

Material provided by the department. Ca 150 pages.