



Course syllabus

Faculty of Arts and Humanities
Department of Cultural Sciences

1BO510 Bibliotekspedagogik, 7,5 högskolepoäng
Library Pedagogy, 7.5 credits

Main field of study

Library and Information Science

Subject Group

Library and Information Science

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2018-01-15

Revised 2018-06-07 by Faculty of Arts and Humanities. Revised contents and literature.
The course syllabus is valid from autumn semester 2018

Prerequisites

1BO405 Introduction to Library and Information Studies, 15 credits, and 1BO410 Libraries, information, society I: the library and information sector, 7.5 credits, or the equivalent.

Objectives

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

- discuss and analyse librarians' pedagogical role,
- describe and problematise the pedagogical meeting with library users from various theoretical perspectives,
- discuss and critically apply various theoretical perspectives in library-pedagogical situations and contexts.

Content

The central theme of this course is librarians' pedagogical role and how this can be analysed and problematised from various theoretical approaches. The course's content includes application and discussion of library-pedagogical situations and their consequences for the interaction with library users. The course also focuses on the active role of libraries in users' information retrieval and learning.

The course includes a compulsory work placement equivalent to one week's studies. This part of the course also includes a written assignment in connection to the work placement, and constitutes 2.5 credits.

Seminar exercises are compulsory.

Type of Instruction

Teaching is delivered in the form of lectures and seminars. The course also includes a compulsory work placement equivalent to 2.5 credits. Teaching is normally delivered in Swedish, but parts of the teaching may be delivered in English.

Examination

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

The course is examined through oral and written tests, seminar exercises and presentations of compulsory assignments. Supplementary examination of the work placement is carried out in consultation with the teacher responsible for the course and the contact person at the workplace. Supplementary examination of compulsory seminar exercises is carried out in the form of a seminar or a written assignment.

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Required Reading and Additional Study Material

Bortom förlägenheten: Bibliotekariens pedagogiska roll i utveckling (2015). Eds. Hilda Androls, Elin Lucassi & Christine Wallén. Stockholm: KB. ISBN 978-91-7000-320-2. 50 p. in selection.

Downey, A. (the latest edition). *Critical information literacy: foundation, inspiration and ideas*. Sacramento, CA: Library Juice Press. 193 p.

Elmborg, J. (2006). Critical Information Literacy: Implications for Instructional Practice. *The Journal of Academic Librarianship*, 32 (2), pp.192-99, 7 p.

Limberg, L., Sundin, O., & Talja, S. (the latest edition). Three Theoretical Perspectives on Information Literacy. *Human It*, 11(2), pp. 93–130, 37 p.

Lundh, A. H. (the latest edition). Subject positions of children in information behaviour research. *Information Research*, 21(3). electronic resource.

Malmberg, S. (the latest edition). *Bibliotekarien som medpedagog eller varför sitter det ingen i lånedisken?* Lund: BTJ Förlag. 162 p.

Pedagogiskt arbete i teori och praktik: om bibliotekens roll för studenters och

doktoranders lärande (2009). Red. Birgitta Hansson & Anna Lyngfelt. Lund: BTJ förlag. ISBN 978-91-7018-646-2. Pp. 7-44, 123-176, 89 p.

Säljö, R. (the latest edition). *Lärande i praktiken: ett sociokulturellt perspektiv*. Lund: Studentlitteratur. 279 p.

Literature chosen in consultation with the teacher, ca 150 pages.