



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 2019-06-14 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2019

Prerequisites

30 credits in Library and information science.

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. Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

Course Evaluation

During the implementation of the course or in close conjunction with the course, a course evaluation is to be carried out. Results and analysis of the course evaluation are to be promptly presented as feedback to the students who have completed the course. Students who participate during the next course instance receive feedback at the start of the course. The course evaluation is to be carried out anonymously.

Required Reading and Additional Study Material

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.

Hansson, B. & Lyngfelt, A. (red.) (the latest edition). *Pedagogiskt arbete i teori och praktik: om bibliotekens roll för studenters och doktoranders lärande*. Lund: BTJ förlag. p. 7-44, 123-176, 89 p.

Laskie, C. (red.) (the latest edition). *Biblioteksdidaktik*. Köpenhamn: Hans Reitzels Forlag. Urval, 50 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.

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

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