



## 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 2020-06-04 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from autumn semester 2020

### **Prerequisites**

30 credits in Library and information science.

## Objectives

After completing the course, the student 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 includes discussions and applications of library-pedagogical situations and their consequences for the interaction with library users. The course focuses in particular 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. The module thus constitutes 2.5 credits.

## 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 an individual assignment (5 credits) and a work-practice-placement assignment (2.5 credits). 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.

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 in writing when the course starts. For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University. If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

### Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

### 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. (the latest edition). Critical Information Literacy: Implications for Instructional Practice. *The Journal of Academic Librarianship*, 32 (2), pp.192-99, 7 p.

Hansson, B. & Lyngfelt, A. (eds.) (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. (ed.) (the latest edition). *Biblioteksdidaktik*. Köpenhamn: Hans Reitzels Forlag. In selection, 50 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.

Sundin, O. & Carlsson, H. (the latest edition). Outsourcing trust to the information infrastructure in schools: How search engines order knowledge in education practices. *Journal of Documentation*, 72(6), p. 990-1007, (17 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.