



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1BO510 Bibliotekspedagogik, 7.5 credits

Library Pedagogy

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 2022-06-08 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from autumn semester 2022

Prerequisites

30 credits in Library and information science.

Objectives

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

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

Content

The central theme of the course is the librarian's pedagogical role and how it can be analysed and problematised in terms of different theoretical approaches. The course also includes discussions and application of library-pedagogical situations and their consequences for the interaction with library users. Specific focus lies 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. This part of the course 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 a group assignment of 3 credits; an individual assignment of 2 credits; and an individual assignment in connection to the placement of 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, Annie (the latest edition). *Critical information literacy: foundation, inspiration and ideas*. Sacramento, CA: Library Juice Press, (193 p.)

Elmborg, James (the latest edition). Critical information literacy: implications for instructional practice. *The Journal of Academic Librarianship*, 32 (2), p.192-99, (7 p.)

Hansson, Birgitta & Lyngfelt, Anna (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, Cecilie (ed.) (the latest edition). *Biblioteksdidaktik*. Köpenhamn: Hans Reitzels Forlag, (50 s. in selection)

Limberg, Louise, Hultgren, Frances & Johansson, Monika (senaste upplagan). *Skolbibliotek och lärande*. Lund: Studentlitteratur, s. 45-75, 143-195 (82 s.)

Lundh, Anna H. (the latest edition). Subject positions of children in information behaviour research. *Information Research*, 21(3), (ca. 15 s.)

Sundin, Olof & Carlsson, Hanna (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, Roger (the latest edition). *Lärande i praktiken: ett sociokulturellt perspektiv*. Lund: Studentlitteratur, (279 p.)

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