



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1BV215 Bibliotekarien som förmedlare, 7,5 högskolepoäng

The librarian as a conveyor, 7.5 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 Faculty of Arts and Humanities 2021-12-09

The course syllabus is valid from autumn semester 2022

Prerequisites

General entry requirements for university studies.

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, based on different theoretical perspectives
- analyse libraries' work with promoting reading among different groups of users
- problematise reading as a societal phenomenon and the significance of reading for the individual.

Content

The course focuses on the librarian's role as a conveyor of information, skills, experiences and culture from a library-pedagogical perspective. The role is furthermore analysed and problematised, based on different theoretical approaches. The course discusses tools and pedagogical perspectives on mediation of literature and promotion of reading among different user groups, as part of practical library work. Special focus lies on the relevance of reading for the individual's active participation in society, and its fundamental role in learning and education. Special focus also lies on the library as an active part of users' search for information and learning.

The course includes a compulsory practice placement (VFU), corresponding to one week's studies. This also includes a written assignment.

Type of Instruction

Teaching is delivered in the form of lectures and seminars, by means of digital tools. Lectures and assignments will be available on the course learning platform. Instruction in English or other Scandinavian languages may occur.

Examination

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

The course is examined through three assignments: a group assignment (2 credits), an individual assignment (3.5 credits) and a practice placement assignment (2 credits). The group assignment is assessed with either Fail or Pass, whereas the other assignments are assessed with Fail–Pass with Distinction. In order to receive the grade of Pass, the student must have achieved the course objectives. In order to receive the grade of Pass with Distinction, the student must have received this grade for both of the individual assignments.

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

Required Reading and Additional Study Material

Andersson, Jonas (2015). *Med läsning som mål: om metoder och forskning på det läsfrämjande området*. Stockholm: Statens kulturråd, ISBN 9789187583070. 128 pages. (Available online)

Balling, Gitte & Kann-Christensen, Nanna (2011). "Literature promotion in public libraries – between policy, profession and public management". *Nordisk kulturpolitisk tidsskrift*, 14(1/2), ISSN: 2000-8325, pp. 100–119. 19 pages. (Available online)

Elmborg, James (2006). "Critical Information Literacy: Implications for Instructional Practice". *The Journal of Academic Librarianship*, 32(2), pp. 192–199, 7 pages. ISSN: 0099-1333. (Available online)

Hansson, Birgitta & Lyngfelt, Anna (eds.) (2009). *Pedagogiskt arbete i teori och praktik: Om bibliotekens roll för studenters och doktoranders lärande*. Lund: BTJ förlag. ISBN 9789170186462 pp. 7–44, 123–176, 89 pages.

Hedemark, Åse, & Lindberg, Jenny (2018). "Babies, Bodies, and Books—Librarians' Work for Early Literacy". *Library Trends*, 66(4), 422–441. ISSN: 0024-2594. 19 pages. (Available online)

Lindsköld, Linnéa, Dolatkhah, Mats & Lundh, Anna. (2020). "Aesthetic reading as a problem in mid-20th century Swedish educational policy". *Nordisk kulturpolitisk tidsskrift* 23(01), pp. 48–64. ISSN: 2000-8325. 16 pages. (Available online)

Persson, Magnus (2012). *Den goda boken: Samtida föreställningar om litteratur och läsning*. Lund: Studentlitteratur. ISBN 9789144082639. 150 pages in selection.

Ross, Catherine Sheldrick, Nilsen, Kirsti & Radford, Marie L. (2019). *Conducting the reference interview: A how-to-do-it manual for librarians*. American Library Association. ISBN 9780838917992. 150 pages in selection.

----- f-g -----
Selander, Staffan & Kress, Gunther (2021). *Design för lärande: Ett multimodalt perspektiv*. Lund: Studentlitteratur. ISBN 9789144155951. 163 pages.

Literature specified when the course starts, ca 150 pages, available on the course learning platform.