Linnæus University

Course syllabus

Faculty Board of Humanities and Social Sciences
School of Cultural Sciences

2BO00E Biblioteks- och informationsvetenskap IV, 30 högskolepoäng

Lmf¶e¶} e¢h m¢j§¶üe´m§¢ ™gmi¢gi IZ, 30 g¶ihm´™

Main field of study
Library and Information Science

Subject Group
Library and Information Science

Level of classification

Progression
G2E

Date of Ratification
Approved by the Board of the School of Cultural Sciences 2009-09-29

Revised 2010-10 07

The course syllabus is valid from spring semester 2011

Prerequisites
Passed result Library and information science I, Library and information Science II and at least 15 credits in Library and Information science III or the equivalent.

Expected learning outcomes
After completing the course, students should:

- have an understanding of library and information science as a field of research,
- be able to explain and discuss the most important research questions and their significance within library and information science today,
- have an understanding of methodology and theory application,
- have acquired further knowledge about research concerning the future society dominated by mass media and its consequences for the development of libraries,
-
  with knowledge in organisations,
- have acquired knowledge about working processes, tools and guidelines for evaluating electronic services,
- have produced an independent academically sound study,
- have gained insight in scientific processes and their assumptions,
- have acquired a familiarity with the application of the method and theory chosen

- be able to explain and discuss the relation between method, theory and

empiricism in connection with the student's own study.

Content
Module 1. Current research problems, 7.5 higher education credits
The module deals with the most important sub-topics within library and information science, for example, organisation of knowledge, research on information behaviour, library research and Information Management.

Module 2. Knowledge organisation and information architechture IV, 7.5 higher education credits
The module provides further studies of the methods and techniques behind Internet-based services concerning information management and knowledge in organizational contexts. Particular emphasis is placed on models for evaluating electronic services from a knowledge oriented user perspective.

Module 3. Degree project, 15 higher education credits
The module covers the Bachelor's essay, which includes the writing of an independent academic paper and active participation in seminars. Great emphasis is placed on the 's ability to independently formulate sets of questions, conduct a coherent

Type of Instruction
Teaching is in the form of lectures and mandatory seminars. Different methods of distribution for the seminars will be used during the distance version of the course.

Examination

In order to pass the course, students need to meet the expected learning outcomes.
In order to pass the course with distinction students need to have passed module 3 with distinction.
Examination occurs through oral and written exams and through open discussions on a written project at a seminar. Tutoring is offered during regular course periods for the degree project. If students fail to complete the project during this period, they may reregister for a retrial the next time the course is offered.
For students who fail to earn a Pass grade at the first examination opportunity, a maximum of four additional examination opportunities will be provided.

Course Evaluation
Course evaluation is carried out at the end of the course. The evaluation is compiled, reviewed with the students and archived according to departmental protocol.

Required Reading and Additional Study Material

Module 1. Current research problems, 7.5 higher education credits
Kajberg, K. & Lörring, L. (eds). 2005. *European curriculum reflections on library and information science education*. Danmarks Biblioteksskole. Ca 200 pages (selected pages).

Andersen, J., Hvenegaard Rasmussen, C., Jochumsen, H. 2008. *At forstå biblioteket – introduktion til teoretiske perspektiver*. Danmarks biblioteksforening. Ca 200 pages. (selected pages).

Leckie, G., Given, L. & Buschman, J. 2010. Critical theory for library and information science – exploring the social from across the disciplines. Libraries Unlimited ca 150 pages. (selected pages)

Academic articles selected together with the teacher. Ca 200 pages.

Module 2. Information architecture and theory of knowledge, 7.5 higher education credits

Lesk, M. 2004. *Understanding digital libraries*. Elesvier/Morgan Kaufmann Publ., 2nd edition. 50 pages (selected pages).

Orna, E. 2005. *Making Knowledge Visible.* Gower. 201 pages

Schatz B., Bishop, A. P., Van House, N. A., Buttenfield, B. P. 2003. *Digital Library Use: Social Practice in Design and Evaluation.* MIT Press. Ca 300 pages (selected pages).

Module 3. Degree project, 15 higher education credits

Scientific texts, textbooks and teaching aids selected together with the supervisor. Ca 400 pages.