



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Cultural Sciences

2BO300 Biblioteks- och informationsvetenskap III, 30
högskolepoäng

Library and information science III, 30 credits

Main field of study

Library and Information Science

Subject Group

Library and Information Science

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by the Board of the School of Cultural Sciences 2009-12-14

Revised 2010-10-07. English translation added.

The course syllabus is valid from spring semester 2011

Prerequisites

Passed result in at least 15 credits in Library and Information Science II or the equivalent.

Expected learning outcomes

After completing the course, students should be able to:

- utilise elementary techniques and tools for recycling information on the internet,
- explain and discuss the concept of digital libraries, their use and significance in an information society,
- explain and discuss research about the future society dominated by mass media and its consequences for the development of libraries,
- explain and discuss working processes and guiding principles for the introduction of electronic services,
- discuss how library and information scientists' competence can be made visible to trade and industry,
- problemize perspectives of learning,
- discuss aspects of learning in the working life,
- plan and conduct a teaching lesson based on a didactical perspective,
- explain and discuss the development of library and information science from an academic perspective,
- explain and discuss some of the important methodological attitudes and their

applications in library and information science.

A supplementary goal for all education within the humanities is the ability to correctly use Swedish, verbally and in writing.

Content

Module 1. Organization of knowledge and information architecture III, 7.5 higher education credits

The module is based on problems concerning the development of systems and principles for the organization of knowledge and information architecture in digital libraries and digital document environments. The module deals with information retrieval and the inputting of metadata to digital documents. The module includes exercises and laboratory lessons in the use of basic tools for web publishing and information sharing.

Module 2. Library – user – society III, 7.5 higher education credits

The module provides further insight into the subject and its role in a future society dominated by mass media. Great emphasis is placed on problemizing the future role of libraries and investigating the current debate in Sweden and internationally within different areas. Regarding information competence, emphasis is placed on providing a survey of the research situation in Sweden and internationally. The module describes how practical work with information competence is conducted at libraries and what significance the concept can have in the future of libraries.

Module 3. Pedagogy and Learning II, 7.5 higher education credits

The module is made up of three components. In the first, the student is expected to develop a personal perspective of learning based on previously obtained knowledge. Through encounters with other perspectives, opportunities are also provided for furthering students' knowledge about those perspectives. During the second component, life-long learning and the working life are put in focus. In the third component, a teaching lesson will be planned based on didactic theory. Here, the student should develop a personal frame of reference where perspectives on learning, didactic theory and actual teaching are kept in harmony.

Module 4. Methodology II, 7.5 higher education credits

The module focuses on different methodological and theoretical academic attitudes that occur within today's library and information science research. The subject of library and information science is placed in a general history of science context and its theoretical development is examined in light of an interdisciplinary subject character. To a great extent, the module is based on literature, and teaching aims explicitly towards complementing and supporting literature studies.

Type of Instruction

Teaching is in the form of lectures, group discussions, laboratory lessons and mandatory seminars, where students present and discuss the results from their assignments.

Examination

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

In order to pass the course, students need to meet the expected learning outcomes. At least 22.5 of the students' credits need to have been awarded the grade Pass with Distinction in order for them to pass the entire course with distinction.

Examination occurs through oral and written exams and presentations of obligatory assignments. Both individual presentations and group presentations occur.

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. Organization of knowledge and information architecture III, 7.5 higher education credits

Funktionella krav på bibliografiska poster. Slutrapport av IFLA Study Group on the Functional Requirements for Bibliographic Records. 2006. svensk biblioteksforening. 100 pages
_www.biblioteksforeningen.org/komm/katalog/frbr/FRBR_svenska.pdf _

Lesk, Michael. 2004. *Understanding digital libraries.* Elsevier/Morgan Kaufmann Publ. 2nd edition. 350 pages (selected pages)

Articles selected together with the teacher. Ca 200 pages

When necessary, additional literature dealing with the chosen development environment may be used as a complement.

Module 2. Library – user – society III, 7.5 higher education credits

Hedman, Jenny & Lundh, Anna (eds.). 2009. *Informationskompetens: om lärande i informationspraktiker och informationssökning i lärandepraktiker.* Carlssons förlag. 295 pages

Castells, Manuel. 2001. *Informationsåldern: ekonomi, samhälle och kultur. Bd 1, Nätverkssamhällets framväxt.*

Daidalos, 2nd edition and expanded edition. 250 pages (selected pages).

Additional literature chosen in connection with the teacher. Ca 750 pages

Module 3. Pedagogy and Learning II, 7.5 higher education credits

Granberg, Otto. 2004. *Lära eller läras.* Studentlitteratur. 216 pages

Compendium provided by the department. Ca 100 pages

Literature chosen in connection with the teacher:

Engström, Arne (ed.). 1998. *Matematik och reflection.* Studentlitteratur. 153 pages

Illeris, Knud. 2007. *Lärande.* Studentlitteratur. 378 pages

Marton, Ference & Booth, Shirley. 2000. *Om lärande.* Studentlitteratur. 278 pages

Stensmo, Christer. 2007. *Pedagogisk filosofi.* Studentlitteratur. 270 pages

Säljö, Roger. 2000. *Lärande i praktiken.* Prisma. 270 pages

Uljens, Michael. 1997. *Didaktik.* Studentlitteratur. 260 pages

Module 4. Methodology II, 7.5 higher education credits

Budd, John M. 2001. *Knowledge and knowing in Library and Information Science: A philosophical Framework.* The Scarecrow Press. 368 pages

Esaiasson, Peter, Gilljam, Mikael, Oscarsson, Henrik & Wägnerud, Lena. 2007. *Metodpraktikan: konsten att studera samhälle, individ och marknad.* Norstedts juridik. 462 paegs

Frohmann, Bernd.1992. "The power of images: a discourse analysis of the cognitive viewpoint" *Journal of documentation.* Vol. 48 (December), 365-386. 21 pages

Hansson, Joacim. 2004. "The social legitimacy of Library and Information Studies: reconsidering the institutional paradigm". *Aware and responsible* Ed. Boyd Rayward. Lanham, MD.: Scarecrow Press, 49-69. 20 pages

Hansson, Joacim. 2005. "Hermeneutics as a bridge between the modern and the post-modern in Library and Information science" *Journal of Documentation* 61(1), 102-113. 11 pages

Hjörland, Birger. 2000. "Library and Information Science: praxis, theory and philosophical basis." *Information processing and management*. 36(3), 501-531. 30 pages

Saracevic, Tefko. 2007. "Relevance: a review of the literature and a framework for thinking on the notion in information science Part 2: nature and manifestations of relevance". *JASIST*, 58(13), 1915-1933. 18 pages

Saracevic, Tefko. 2007. "Relevance/.../. Part 3: behavior and effects of relevance". *JASIST*, 58(13), 2126-2144. 18 pages

Sundin, Olof & Johannisson, Jenny. 2005. "Pragmatism, neo-pragmatism and sociocultural theory: communicative participation in as a perspective in LIS". *Journal of documentation*. 61(1), 23-43. 20 pages

Wikgren, Marianne. 2005. "Critical realism as a philosophy and social theory in information science?" *Journal of Documentation*. 61(1), 11-21. 10 pages