Linnæus University

Course syllabus

Faculty of Arts and Humanities
Department of Cultural Sciences

4BO421 Informationspraktiker, 7,5 högskolepoäng
Information practices, 7.5 credits

Main field of study
Library and Information Science

Subject Group
Library and Information Science

Level of classification
Second Level

Progression
A1N

Date of Ratification
Approved by Faculty of Arts and Humanities 2014-12-01
The course syllabus is valid from autumn semester 2015

Prerequisites
Bachelor's degree in Library and Information Science or the equivalent.

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

- interpret and critically review literature and research about information practices,
- account for and analyse various theoretical perspectives on information retrieval and the practices which are developed in the interplay between information retrieval and the contexts in which it takes place, for example in contexts of learning, research, professional life and everyday life,
- critically review and evaluate the work of libraries in relation to various user groups.

Content
The course covers information practices in contexts related to both professional and everyday life. The research area of information practices is discussed and problematised with regard to its theories, concepts and models. Theoretical and empirical approaches are developed in terms of information retrieval related to different demographic groups, gender, professions and contexts. In connection to the study of information retrieval in various contexts, connections are also made to aspects of learning.
Participation in seminars is compulsory.

Type of Instruction
Teaching is delivered in the form of lectures and seminar exercises.

Examination

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

The course is examined through oral and written assignments, and presentations of assignments. Both individual assignments and group assignments occur. In order to receive the grade of Pass, the intended learning outcomes must be achieved.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students and filed and stored according to departmental regulations.

Required Reading and Additional Study Material

Required Reading

Audunson, R. (latest edition)."The public library as a meeting-place in a multicultural and digital context". *Journal of Documentation*, 61(3), pp. 429-441 (12 p.).

Bruce, C., Somerville, M.M., Stoodley, I. & Partridge, H. (latest edition). "Diversifying information literacy research: an informed learning perspective". In: Bruce, C., Davis, K., Hughes, H., Partridge, H., & Stoodley, I. *Information experience: approaches to theory and practice*. Emerald group publishing Ltd, pp. 169-188 (19 p.).

Chatman, Elfreda (latest edition) "The impoverished Life-world of outsiders". *Journal of the American Society for Information Science*, 47(3), pp. 193-206 (13 p.).

Hartel, J. (latest edition). "The Serious Leisure Frontier in Library and Information Science: Hobby Domains". *Knowledge Organisation*, 30(34), pp. 228-238 (10 p.).

Moring, C. (latest edition). "Newcomer Information Practice: Negotiations on Information Seeking in and Across Communities of Practice". *Human IT*, 11(2), pp. 1-21 (21 p.).

Lloyd, A. (latest edition)."Information literacy as a socially enacted practice: Sensitising themes for an emerging perspective of peopleinpractice". *Journal of Documentation*, 68 (6), pp. 772–783 (11 p.).

Pilerot, O. & Limberg, L. (latest edition). "Information sharing as a means to reach collective understanding: a study of design scholars' information practices". *Journal of Documentation*. 67(2), pp. 312-333 (21 p.).

Prigoda, E. & McKenzie P.J. (latest edition). "Purls of wisdom: a collectivist study of human information behaviour in a public library knitting group". *Journal of Documentation*, 63(1), pp. 90-114 (24 p.).

Ross, Catherine Sheldrick, McKechnie, Lynne & Rothbauer, Paulette M. (latest edition). *Reading matters: what the research reveals about reading, libraries, and Community*. Westport, Conn.: Libraries Unlimited. (277 p.)

Rydsjö, K., Limberg, L., & Hultgren, F. (latest edition). "Det samtida barnbiblioteket – ett bibliotek i barnens tjänst". In: Rydsjö, K., Hultgren, F. & Limberg, L. *Barnet, platsen, tiden: teorier och forskning i barnbibliotekets omvärld*. Regionbibliotek Stockholm. pp. 271-286 (15 p.).

Savolainen, R. (latest edition). *Everyday information practices. A social phenomenological perspective*. Lanham, Maryland: The Scarecrow Press (233 p.).

Tuominen, Kimmo (latest edition) "User-centered discourse: an analysis of the subject positions of the user and the librarian". *Library Quarterly*, 67(4), pp. 350-371 (21 p.).

A doctoral thesis in library and information science, within the area of information practices, is chosen in consultation with the teacher.

Additional scientific articles chosen in consultation with the teacher. Ca 150 p.