Course report, *Users and activities in digital environments*, 7,5 credits and *Användare och informationspraktiker*, 7,5 hp – spring term, 2019

The course runs in two programs: the *Master's study programme in Library and Information Science: Digital Libraries and Information Services*, and *Masterprogrammet i biblioteks- och informationsvetenskap*. It has been going on during the first half of the spring term 2019, from January to March. 50 students have been active throughout the course (of which 24 follow the international program).

Teaching has been conducted solely over a distance. Interaction between students and between students and the teachers (Ola Pilerot and Jenny Lindberg) was primarily enabled by one web-based seminar and by a set of literature discussions in Ping Pong. Course content and teaching was structured in accordance with the following three themes:

- Perspectives, contexts, and concepts
- Three focus areas: The position of digital resources in people's communication and learning; Relations between digital resources and various information practices; and Evaluation of digital services with focus on digital libraries.
- Literature review on an area of relevance of the course

In addition to this content, the course has, for the first time, applied a perspective of sustainable development. Both the course literature and the work tasks throughout the course have related to sustainability issues in various ways.

The above mentioned parts of the course were examined one at the time. The first part was designed as a task in two steps where the first step had each student writing a reflective summary of a couple of assigned texts. In step two, students formed groups of three (or four) and collectively wrote a piece emanating from the individual contributions; this latter step also involved a web-based seminar where the students discussed their text and related course literature. The second part involved active participation in a literature discussion in Ping Pong. The most demanding task appeared in part three, where each student individually wrote a short paper in the shape of a literature review.

At the time of writing, these are the study results:

14 students following the international study program have successfully completed the whole course with the following distribution of grades: 1 A; 5 B; 2 C; 3 D; 2 E.

22 students following the Swedish master program have successfully completed the whole course with the following distribution of grades: 13 VG; 9 G.
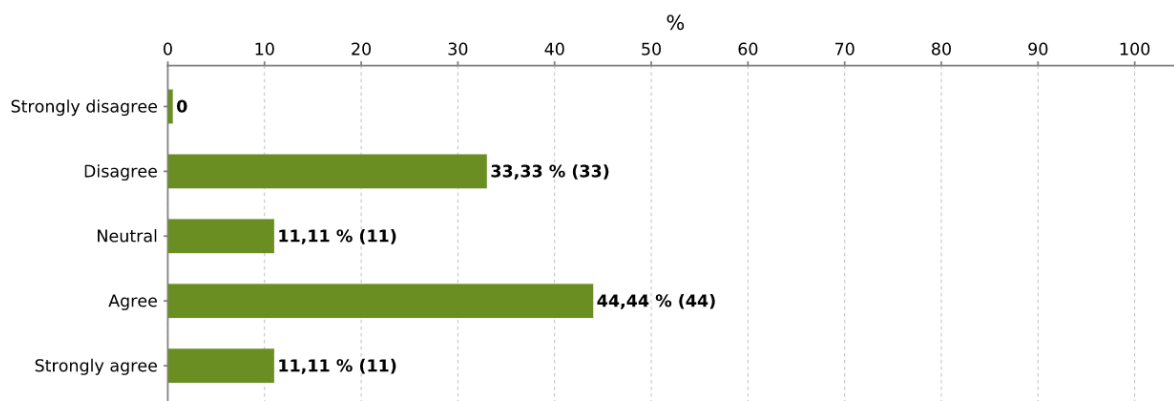
The course evaluation was conducted through a digital questionnaire published in Ping Pong at the end of the course. 9 students have filled in the questionnaire. Diagrams and percentages generated by the questionnaire are presented below:

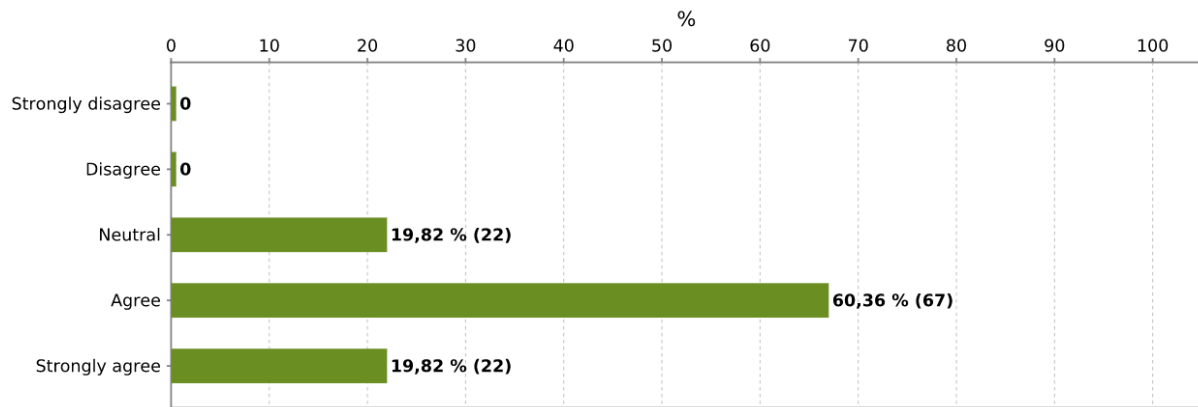**According to the goals for this course the students should, after completion of the course, be able to:**

• Account for the position of different digital resources in communication and learning processes

• Explain how people in various information practices seek and use information in physical and virtual environments, and of the basis of this understanding be able to plan for development of digital resources and services

• Identify, describe and analyse the potential of digital resources concerning their benefit for library users

• From a user perspective as well as professional perspective evaluate the quality and usability of digital services

%

Strongly disagree	0
Disagree	0
Neutral	19,82 % (22)
Agree	50,45 % (56)
Strongly agree	29,73 % (33)
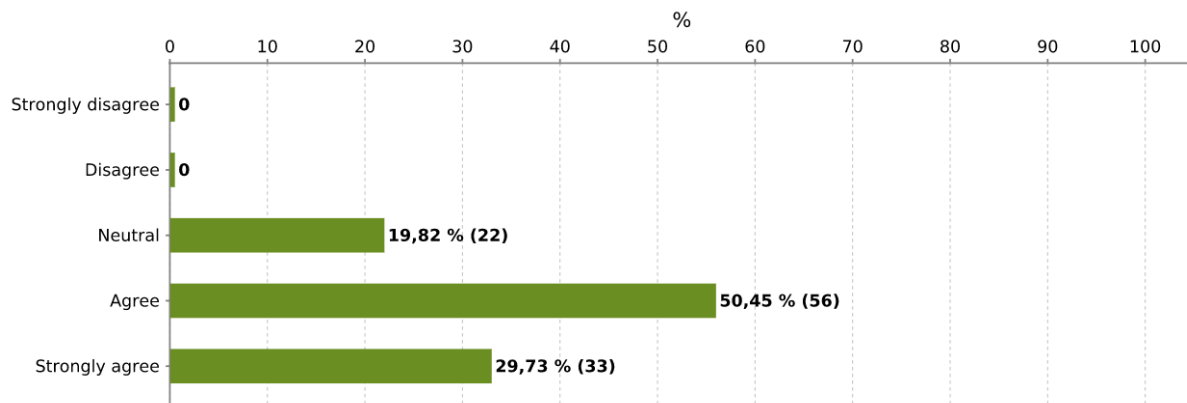
Teaching has been carried out through discussions in Ping Pong. The teaching has contributed to my learning and helped me reach the learning goals.

%

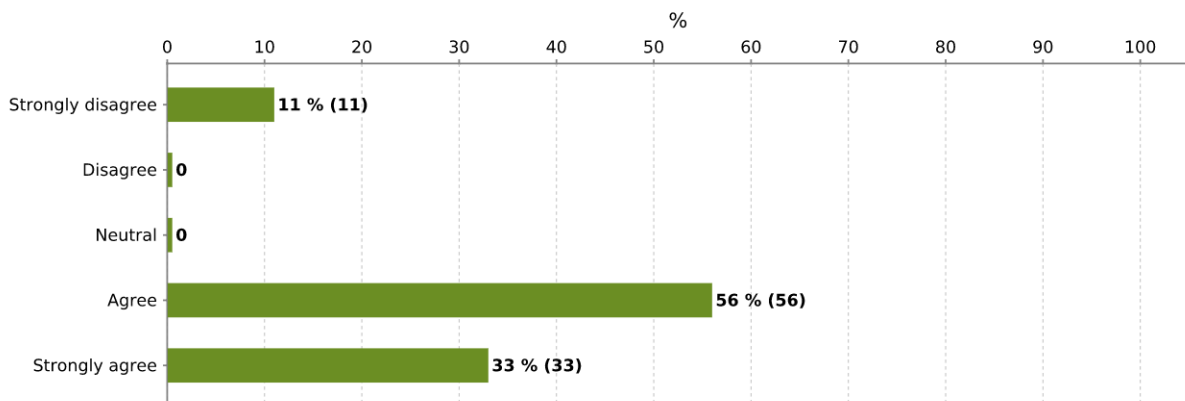|	
Strongly disagree	0
Disagree	33,33 % (33)
Neutral	11,11 % (11)
Agree	44,44 % (44)
Strongly agree	11,11 % (11)

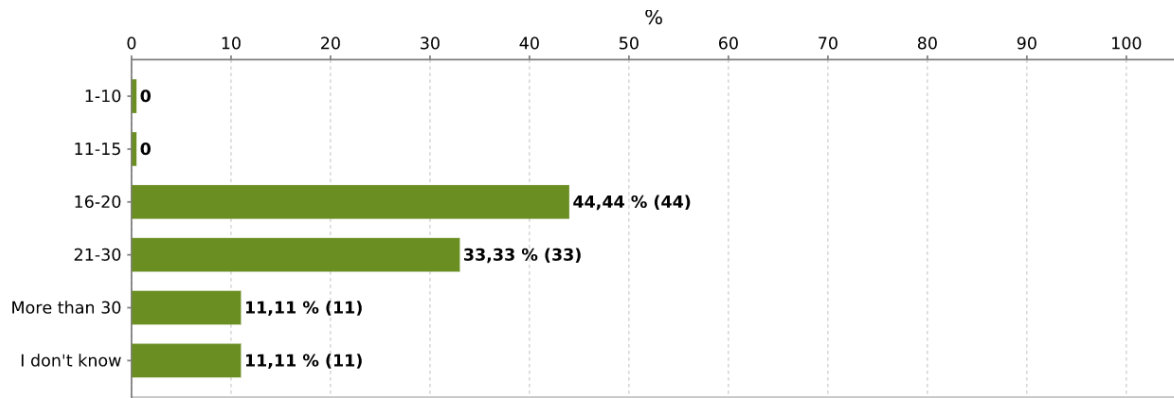The course literature has been helpful for my learning.

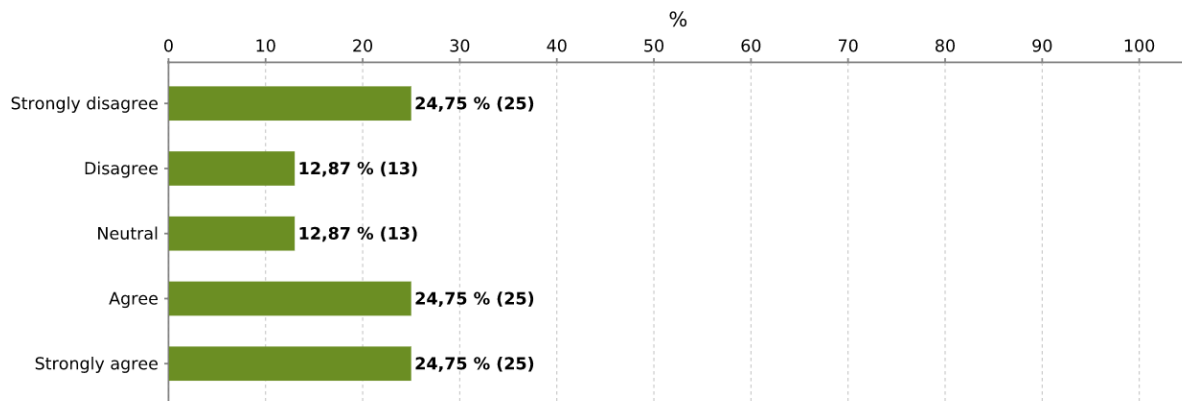The teacher has been helpful and has contributed to my learning
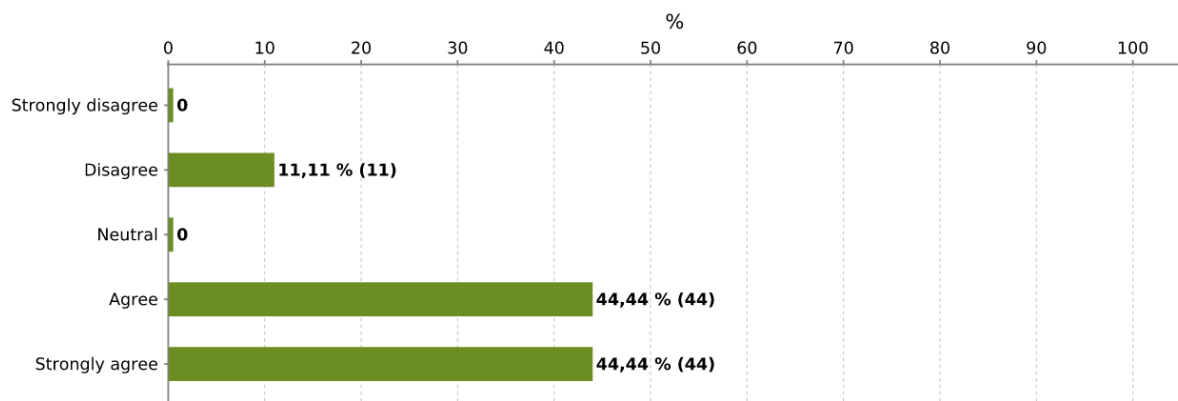
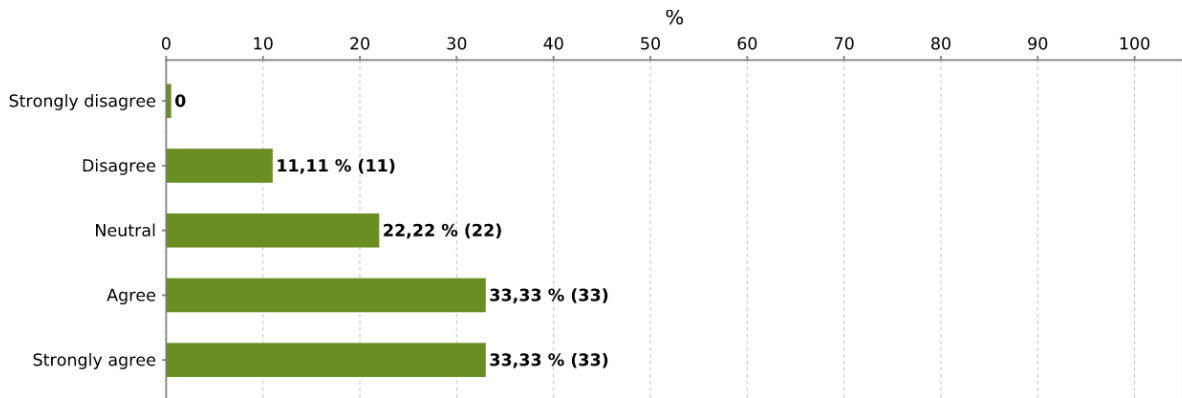There has been a clear connection between the course content and illustrative examples from the research field.

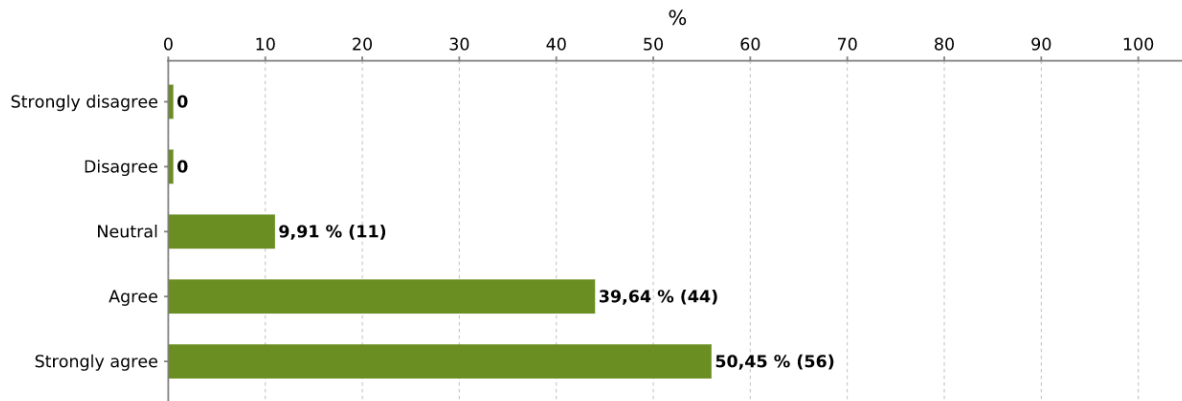In average, how many hours per week have you used for course work?

	%
1-10	0
11-15	0
16-20	44,44 % (44)
21-30	33,33 % (33)
More than 30	11,11 % (11)
I don't know	11,11 % (11)

The workload has been evenly distributed over the course.

|	%
Strongly disagree	24,75 % (25)
Disagree	12,87 % (13)
Neutral	12,87 % (13)
Agree	24,75 % (25)
Strongly agree	24,75 % (25)

Examination has been conducted through written assignments, an online seminar, and a course paper. The assignments correspond well with the course goals.

	%
Strongly disagree	0
Disagree	11,11 % (11)
Neutral	22,22 % (22)
Agree	33,33 % (33)
Strongly agree	33,33 % (33)

I have read all or most of the course literature.

There is a clear connection between the course and the professional activities the course serves as a preparation for.
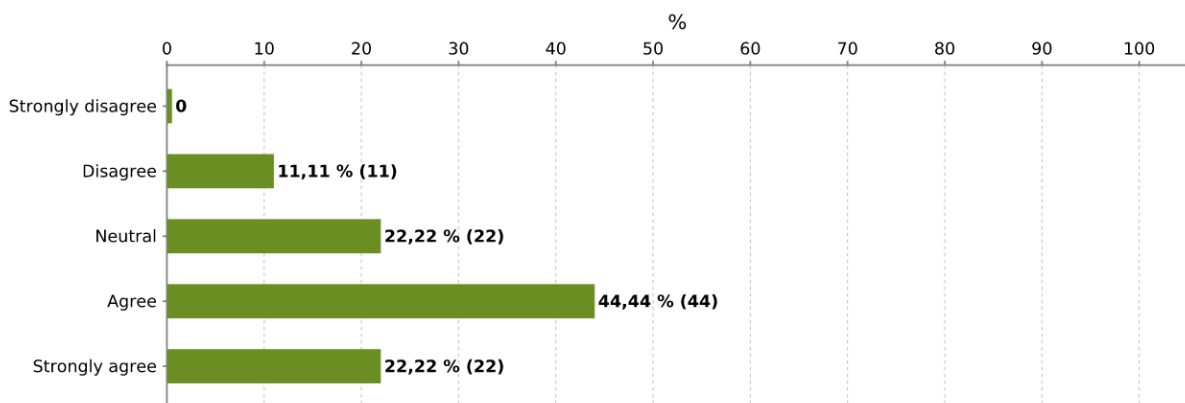
Since only 9 students filled in the questionnaire, it is not possible to make any general conclusions on the basis of the results. My overall conclusion regarding the outcome of this course is therefore primarily based on the regular contacts that have occurred between teachers and students throughout the course. These tell me that the course has been perceived as meaningful and that it has run smoothly. One can perhaps also take as a sign of relative success the fact that a substantial amount of those who started the course also finished it (36 out of 50). However, there is one issue that seem necessary to reconsider: the literature discussions in Ping Pong were by some students experienced as somewhat messy with too many threads to navigate.

Borås, 2019-08-13

Ola Pilerot, responsible teacher