

Information Literacies Informationskompetenser

7.5 credits

7.5 högskolepoäng

Ladok Code: C3FIK1

Version: 3.0

Established by: Education Committee 2015-09-29

Valid from: Autumn 2015

Education Cycle: First cycle

Main Field of Study (Progressive Specialisation): Library and Information Science (G1N)

Disciplinary Domain: other

Prerequisites: There are no explicit prerequisites.

Subject Area: Library and Information Science

Grading Scale: Seven-degree grading scale (A-F)

Content

This course deals with information literacy (IL) in different contexts and from different perspectives. IL is elucidated and discussed as a research project (How and where is IL researched?); as a political project (Who are driving this project and why?); and as an educational goal (What does this goal contain and what is it based on?). Additionally IL is related to other literacies (media, digital, scientific etc.). Moreover, theories and models that can be applied in empirical research on IL are treated.

Learning Outcomes

After passing the course the student should:

concerning *knowledge and understanding*

1.1. Be able to analyze the concepts of information literacy and information practice

1.2. With starting point in theories on information seeking and information use be able to account for how information literacy can be enacted in different contexts

concerning *skills and abilities*

2.1. On the basis of relevant research be able to plan for and conduct a small-scale empirically based, descriptive study of information literacy in a selected context

2.2. Be able to present and communicate the results of a small-scale empirically based, descriptive study of information literacy in a selected context

concerning *professional judgement*

3.1. Be able to seek and evaluate, assimilate and present topical research on user groups information seeking and information use

Forms of Teaching

Teaching is conducted through lectures, seminars, exercises and project work.

The language of instruction is English.

Forms of Examination

Seminar, written assignment, oral presentation

- Written assignment

Learning objectives: 1, 2 and 3

Credits: 4, 0

Grading scale: EC

- Seminar

Learning objectives: 1, 2.1 and 3

Credits: 2, 0

Grading scale: EC

- Oral presentation of written assignment

Learning objectives: 1.2 and 3

Credits: 1, 5

Grading scale: EC

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

Literature and Other Teaching Methods

Kurslitteraturen är på engelska.

Bawden, D. (2008). Origins and concepts of digital literacy. Ingår i: Lankshear & Knobel (Red.) Digital literacies: concepts, policies and practices. New York: Peter Lang [p.17-32]. (15 p.)

Erdelez, S. (1999). Information encountering: It's more than just bumping into information. *Bulletin of the American Society for Information Science*, 25(3). (7 p.) [Available on the web]

Hampson Lundh, A., Limberg, L. & Lloyd, A. (2013). Swapping settings: researching information literacy in workplace and in educational contexts. *Information Research*, 18(3) paperC05. (13 p.) [Available on the web]

Lloyd, A., Kennan, M.A., Thompson, K.M. & Qayyum, A. (2013). Connecting with new information landscapes: Information literacy practices of refugees. *Journal of Documentation*, 69(1), p. 121-144. (23 p.)

Mckenzie, P.J. (2003). A model of information practices in accounts of everyday-life information seeking. *Journal of Documentation*, 59(1), s. 19-40. (21 p.)

Pilerot, O. & Lindberg, J. (2011). The concept of information literacy in policy-making texts: An imperialistic project? *Library Trends*, 60(2), s. 338-360. (22 p.)

Totally 101 pages

Some 300 pages that the student selects on his or her own are added to the above.

Student Influence and Evaluation

The course is evaluated in accordance with the current guidelines for course evaluations at the University of Borås, where students' views should be sought. The course evaluation report will be published and disseminated to participating and prospective students in accordance with the current guidelines, and forms the basis for future development of courses and training programs. The course coordinator is responsible for that the evaluation is performed according to current guidelines.

Miscellaneous

Freestanding course.