

Course report, Informationskompetenser/Information Literacies, 7,5 hp (NGBIB15h, NGBIB16h), 7, 5 hp – autumn term, 2017

Apart from being an elective course in the bachelor program in Librarianship it is also offered to students within the Erasmus exchange program, which is why the course is being taught in English. It has been going on during the last quarter of the autumn term 2017, from December to January. When the course started, altogether 13 students were registered. 11 students have been active throughout the course (of which six were Erasmus students).

The course is centred on the main questions of how information literacy (IL) can be conceptualised and how it emerges in different settings and contexts. These questions are approached through four lectures, including the course introduction, one workshop and a final seminar.

The work of the students is examined through one seminar, one written assignment, and an oral presentation according to the following:

- 1) Written assignment = Report from small-scale empirical study, credits: 4, 0
- 2) Seminar = Workshop on methods for investigating IL, credits: 2, 0
- 3) Oral presentation = Presentation of written report, credits: 1, 5

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

- 1) – 10 students have submitted, 9 have passed: U=1; G=3; VG=1 – C=4, E=1.
- 2) – 11 students participated and have passed (pass or fail)
- 3) – 10 students presented (pass or fail)

Altogether 9 students have passed the entire course: G=3; VG=1 – C=4, D=1.

The course evaluation was conducted through a digital questionnaire published in Ping Pong at the end of the course. Now, six weeks later, 7 students have filled in the questionnaire. Diagrams and percentages generated by the questionnaire are presented below:

1. I have reached the goals for this course, which state that the students should, after completion of the course, be able to:

With reference to 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

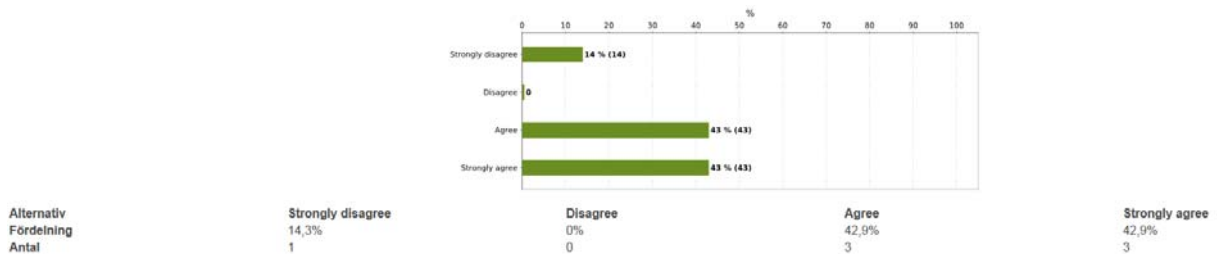
With reference to skills and abilities

- 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

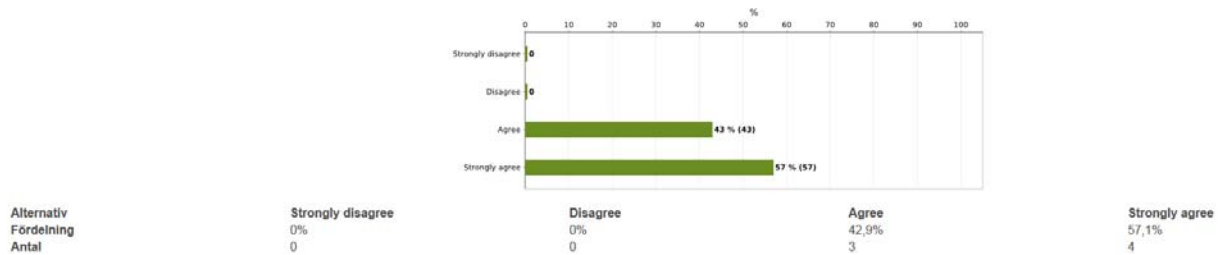
2.2. Be able to present and communicate the results of a small-scale empirically based, descriptive study of information literacy in a selected context

With reference to assessment and approach

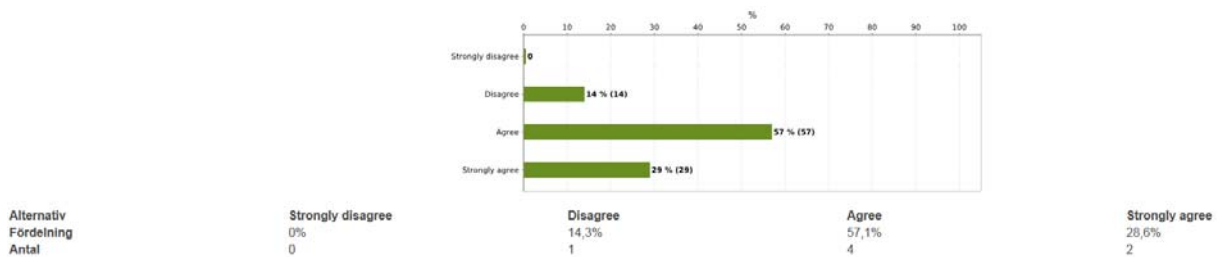
3.1. Be able to seek and evaluate, assimilate and present topical research on user groups information seeking and information use



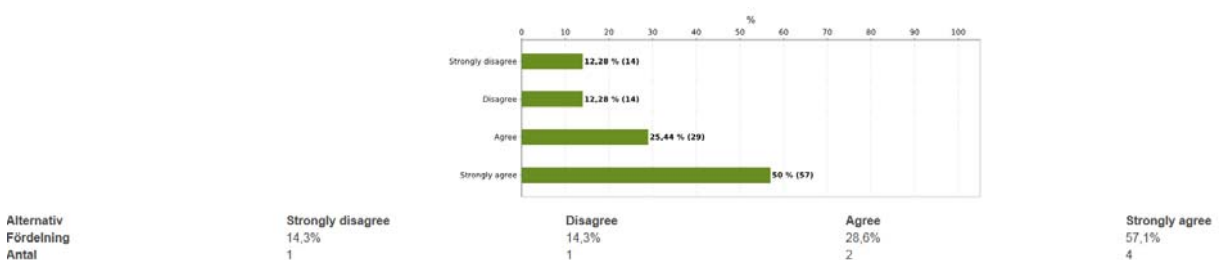
2. Teaching has been carried out through seminars and lectures at campus in Borås. The teaching has contributed to my learning and helped me reach the learning goals.



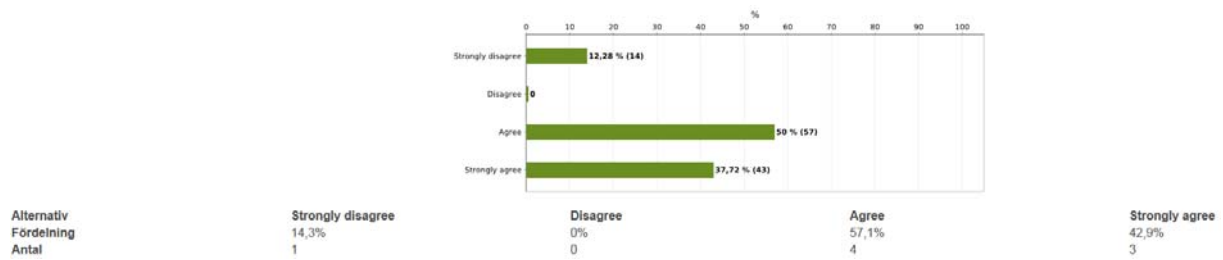
3. The course literature has been helpful for my learning.



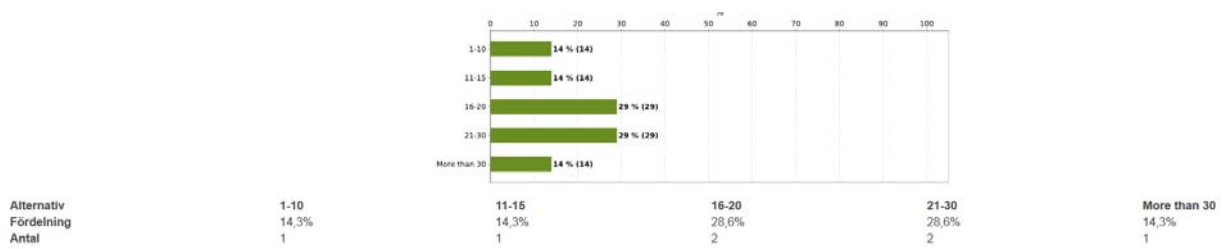
4. The teachers have been helpful and have contributed to my learning.



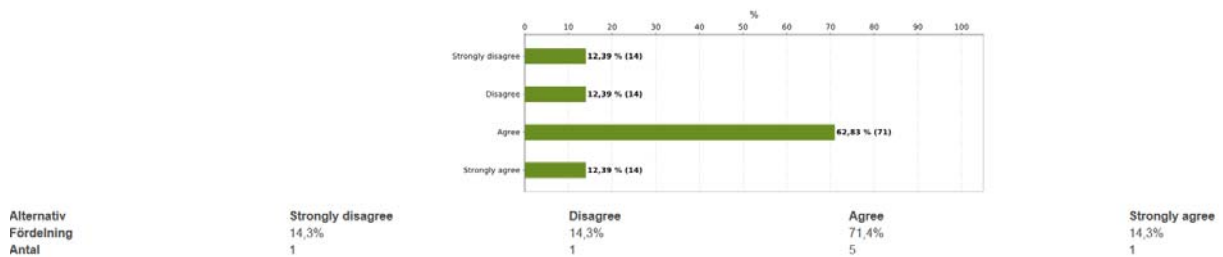
5. There has been a clear connection between the course content and illustrative examples from the research field.



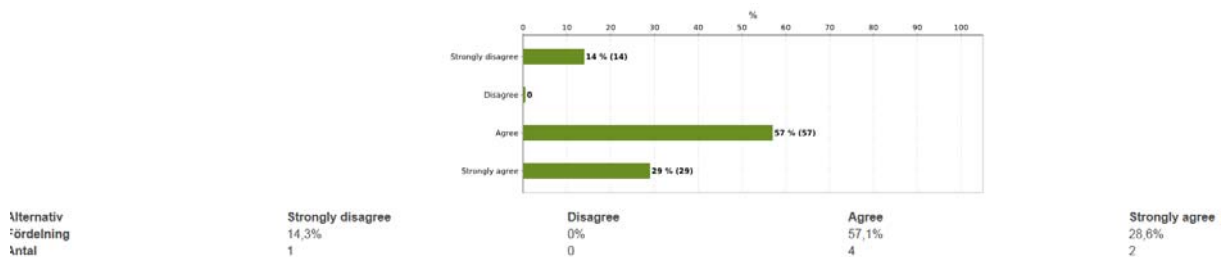
6. In average, how many hours per week have you used for course work?



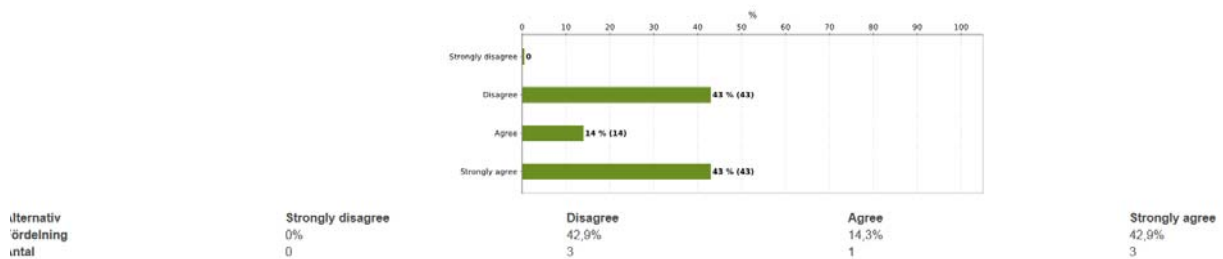
7. The workload has been evenly distributed over the course.



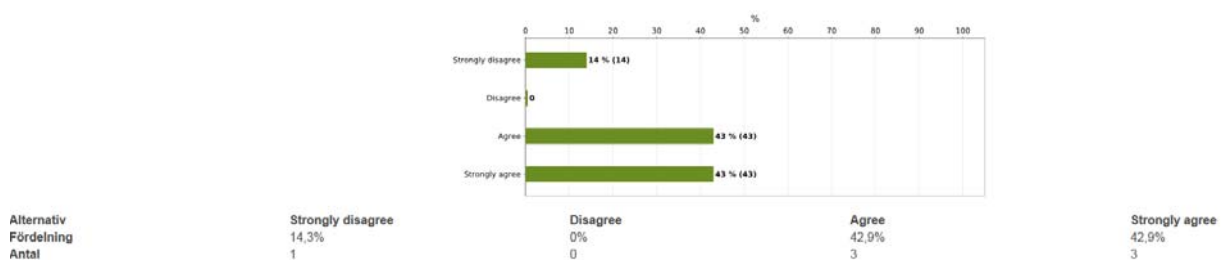
8. Examination has been conducted through a seminar, a course paper and the presentation of the paper. The assignments correspond well with the course goals.



9. I have read all or most of the course literature.



10. There is a clear connection between the course and the professional activities the course serves as a preparation for.



In addition to the figures presented above, which are generated on the basis of input from seven students, four students have responded to the questionnaire's two open-ended questions. These two questions were asking, with reference to the course goals, if there was anything that was lacking in the course, and if the students had any suggestions for how to improve the course. Apart from one student, whose opinion is clearly visible throughout the answers above and who is very negative in general, two comments asked for clearer instructions for the oral presentation. This will be taken into consideration next time the course is given.

The general conclusion that can be drawn from the statistics presented above is that a clear majority of the students (who answered the questionnaire) are either satisfied or very satisfied with the course.

Ola Pilerot, responsible teacher.