

Summary

Claus Bjerg: Informationskompetencer og informationskompetenceudvikling (Information literacy and how to develop it)

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This article places information literacy in a learning environment as a part of the development of students' study methods. It sees information literacy as a journey rather than a goal. Important definitions of information literacy are introduced and discussed. The author presents a project at CVU MidtVest, a Centre for Higher Education in Denmark, encompassing a number of institutions such as teacher's and social educator's colleges. In this CVU, five institutions have received funding for a two-year project on the integration of information literacy into the curriculum. Teams consisting of one librarian and one teacher on each institution are working with study plans and specific learning modules in order to integrate information literacy into the studies as an important issue. Integration of information literacy into the curriculum requires collaboration among faculty, librarians and administrators. The project is working with the vision that information literacy should become an accepted subject of study rather than an optional add-on or "soft skill."

Christer Eld: Meningen med Informationskompetens (The Meaning of Informationskompetens)

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This article is based on a master's thesis investigating the meaning, in the sense of function or purpose, of the Swedish term informationskompetens (information literacy) in the library world of higher education. The concept is studied through a kind of close reading method, using discourse analysis. By studying four important and representative texts it is found that the term is given a number of different meanings in the discourse, and that the concept above all is related to an idea of greater participation by libraries in the educational process. Arising from the meanings attached to the concept of informationskompetens some problems are observed. Meanings focusing on learning may alienate the term from the library context and prevent a clearer understanding of the concept related to library activities. Too broad implications of the concept, relating to social development and individual growth, are in danger of not being taken seriously. A conclusion is that in order to become of any greater importance, the concept must be further developed and embraced by other discourse communities.

Kristine Gazel: En diskursteoretisk analyse af artikulationen af læringsrelaterede begreber i relation til informationssøgning (A discourse theoretical analyses of the articulation of learning - related concepts in relation to information seeking)

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The purpose of this analysis is to uncover how learning-related concepts borrowed into Library and Information Science are articulated in relation to selected core concepts in LIS such as 'information seeking', 'information', 'user' and 'librarian'. This is done by applying a discourse theoretical text analysis to the reading of Carol C. Kuhlthau's monograph *Seeking Meaning: A process approach to library and information services* (1993). The scope is to expose the consequences for the LIS-concepts of this specific articulation. The main finding is that this discursive articulation has effects on the LIS-concepts. It is concluded that 'information seeking' is equated with learning; that 'information' is seen as the user's interpretation and construction of meaning rather than tangible entities such as documents or sources; that the 'user' is constructed as being uncertain; and that the 'user' and the 'librarian' are constructed as being in an unequal relationship defined by their differences. It is recommended that we consider and discuss the theoretical consequences for LIS of importing and articulating concepts from other subject disciplines.

Jack Andersen: Information literacy: Hvad skal man vide for at søge efter information? (Information literacy: What needs to be known in order to seek information?)

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In this article I deal with the question of what one needs to know in order to seek information from systems of organized knowledge. In the article I put forward some theoretical considerations concerning information literacy so as to contribute to an informed point of departure for information literacy and information seeking. To do this I turn to composition studies that deal with the question of what a writer needs to know in order to produce a text. I outline some ideas and key concepts from this in order to show how these ideas and concepts are useful to information seeking. One assumption is that insofar many more people today are in touch with systems of organized knowledge in everyday life as well as work activities, the skills of finding, judging and sorting out information is as crucial as reading and writing skills.

The documents organized in an information system are produced by someone to somebody with a particular purpose in mind. They are the product of an already organized human activity. Consequently, I argue that to be an information literate person is to have knowledge about information sources, and that searching and using them are determined by an insight into how knowledge is socially organized in society. For this purpose, I take a point of departure in Jürgen Habermas's theory of the public sphere (Habermas, 1996 [1962]). This theory can be used to analyze how society is organized as an information sphere.