

# Summaries

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*Pia Södergård: Ungdomar i virtuella gemenskaper. En övning på att utveckla socialt kapital (Young people in virtual community. Practicing the development of social capital)*

Pages: 5 - 18

A contribution to the literature on young people's use of the Internet during their free time. Reports on a thesis about participation in the virtual community LunarStorm, the aim of which was to determine what significance such a community plays in young people's everyday lives and to see how this participation is anchored in their Internet use and in real life. Material obtained through observations and interviews among Swedish-speaking young people in Finland. The results show that activities on LunarStorm, such as establishing one's identity and interpreting other members' identities, are firmly anchored in reality. Interaction in the virtual community mainly takes place among one's own friends, who act, referring to Wilson (1983), as cognitive authorities. Visiting LunarStorm takes on a routine nature which, in turn, is part of a more comprehensive Internet routine. The activities in the community are discussed according to Nahapiet's and Ghoshal's (1998) dimensions of social capital. The results indicate that LunarStorm can be seen as a tool for developing social capital.

*Melissa Just og Hans Elbeshausen: "Jeg sidder aldrig og drikker en kop kaffe på lærerværelset". Gymnasiebibliotekarerne og det reflekse læringsmiljø: en figurationssociologisk analyse ("I never have a Cup of Coffee in the Staff Room". Grammar School Librarians in Self-Reflexive Learning Environment. An Analysis Based on a Process Sociological Approach)*

Pages: 21-32

In recent years teaching and learning concepts have changed fast in the Danish secondary school system. Also the libraries, mainly the educational librarians, got involved in this. Especially the development of reflexive learning concepts has created new tasks for educational librarians. In addition to the prevailing conceptual changes, the librarians had to reinterpret their role and to adjust their self-image.

This article deals with a paradoxical situation. Information literacy and information seeking are considered valuable skills in the knowledge society. Despite the fact that the importance of these skills is widely accepted, educational librarians have not been able to abandon the role as an outsider in the secondary school system. Although librarians, from an objective point of view, belong to one of the expert groups in the knowledge society, they were seldom given the opportunity of showing how required competences could be imparted more profoundly by teaching.

In accordance with our theoretical framework, the figurational sociology of Norbert Elias, we pinpoint

different factors preventing the librarian from teaching information literacy, i.e. the institutional barriers, the habitus of the librarians, a shifting power balance and a highly structured way of teaching.

*Tord Høivik: Fire veier til kvalitet. Informasjons-søking og kvalitetssikring i en digital skole (Four Roads to Quality. Information Retrieval and Quality in the Digital School)*  
Pages: 35-45

This article has a simple and practical message. Quality control of web-based information resources is a task for adult professionals, not for school children and beginning students. Schools ought to invest

in specific training and support in the learning process - which implies a reasonable balance between print materials, digital resources and adult guidance from parents, teachers and librarians. Today adults expect too much from school children. They should not focus on *their* skills, but on the whole cycle of learning: the way learning is organized in an environment where students have immediate access to the web and its resources. Achieving effective and engaging learning will require development and change at several levels simultaneously - from the individual student, teacher, class, and school to the large national systems and actors that produce, disseminate and adapt learning resources for the field of practice.