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Focus and Scope

Nordic Journal of Library and Information Studies, NJLIS, is a scholarly peer reviewed open access journal, covering scientific issues and current trends in Library and Information Studies. Nordic Journal of Library and Information Studies publishes Nordic and international peer reviewed LIS articles and reviews of significant LIS literature. The editorial committee consists of representatives from LIS departments in Sweden, Denmark, Finland and Norway. The role of editor rotates annually between the members of the editorial committee. The journal is published on University of Copenhagen's online platform tidsskrift.dk.

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Editorial

This special issue highlights research taking place on and about academic libraries. The role of libraries in research and higher education is evolving, adapting to the rapidly changing needs of the communities they serve. Library services are being innovated to reach out with relevant knowledge and resources at the right time. All three research papers in this issue are case studies focusing on the academic library's contribution to the integration of students in academic life, preparation of students for scholarly discourse and digital literacy training. They all show how libraries are taking responsibility for first generation students by creating communities for their development of the tacit knowledge of the academic world or embedding literacy training in university courses.

In addition to research papers, this issue of NJLIS includes contributions in the format practice papers. In our experience, the innovation and development happening in the practice field does not always fit the format of a research paper. Nonetheless we find that in the context of academic libraries, describing the progress of practice through cases and narratives is both interesting and relevant to the community of library and information specialists. Including practice papers has allowed for the presentation, on their own terms, of development projects in research libraries that do not have the form or format of research.

Although there are library and information studies departments with strong research environments in all the Nordic countries, as well as some research on libraries in other disciplines and in the academic libraries themselves, it can be argued that relatively little research focusing specifically on academic libraries has been conducted in this part of the world, and that what exists covers a variety of issues. If we broaden the perspective to topics of relevance to academic libraries, but not directly linked to the academic library as an organization or space, such as bibliometric studies (allocation of funding, publication patterns, etc.); students' and researchers' information literacy and information seeking; and researchers' research data management, we find more developed research programs, including some fairly recent dissertations (e.g. Dahlqvist, 2024; Dutoit, 2022; Gullbekk, 2021; Hanell, 2019; Kvale, 2022). However, in this special issue, and in the editorial in particular, we focus on the academic library and the work being carried out in and by them.

While working on this special issue, we have conducted an unstructured search for Nordic research on academic libraries, using keywords such as "academic librar*" and "university librar*" (and equivalents in Danish, Norwegian and Swedish) in Swepub (Sweden), Cristin (Norway), Oria (Norway), Research.fi (Finland), Research Portal Denmark and IRIS (Iceland) for the past ten to fifteen years and

limited to what is recorded as peer reviewed or research publications. We find the Nordic literature on (and in) academic libraries to be scattered or, more positively phrased, broad. Our review indicates some 180 publications from 2010 onwards, but this is not a complete collection. The publication channels are also varied, with articles in international and Nordic research journals and professional journals, book chapters and conference proceedings. Many publications are of the type we have termed practice papers in this issue, with descriptions of initiatives and innovations explored at academic libraries. Authors include researchers and PhD candidates in library and information science but also, in a few cases, in other disciplines, as well as librarians and library directors. These are just among the authors whose affiliation we recognized or could identify. Below we attempt to sketch the recent Nordic literature on academic libraries based on these searches, acknowledging that we paint an incomplete picture and that important delimitations have been made, especially with regards to the research programs mentioned above.

Some anthologies primarily aimed at students in LIS but with an intended audience stretching to researchers and practicing librarians have been published over the years. One example is the recent *Stöd för forskning och utbildning: Lärosätesbiblioteken i Sverige* [Research and education support: Academic libraries in Sweden] (Gilbert & Michnik, 2024) which is reviewed in this issue by Karolina Lindh. Earlier examples are *Det åpne bibliotek: Forskningsbibliotek i endring* [The open library: Research libraries in transition] (Anderson et al., 2017) and *Viden i spil: Forskningsbibliotekers funktioner i forandring* [Knowledge at play: The transformation of the functions of research libraries] (Høytrup et al., 2012). The latter has a focus on how the digital information environments influence the development of academic libraries. Their prediction is that the future services of the academic library will be less reliant on the library as place/space. This in fact seems to be contradicted by the articles in this NJLIS issue (as well as in *Det åpne bibliotek*), which in many cases describe activities taking place in the physical library (reading groups, language cafés). A broad view of libraries is presented in an edited volume that was the result of a collaboration between university libraries in Finland and Namibia, *Empowering people* (Iivonen et al., 2012). It contains chapters on many of the topics that will be outlined below, from strategic competence management via methods for collection management, to university presses.

Our review shows that one body of literature addresses management or organizational issues in academic libraries. This includes case studies from libraries that have implemented strategic planning activities (Carlsson, 2016) and design thinking methods in a renovation project (Haglund, 2020), but also investigations of how library managers learn through computational artefacts (Chatzipanagiotou et al., 2025), library leaders' views on New Public Management's impact on information literacy training needs (Düren et al., 2019), library directors' use of statistics in library operations (Saarti et al., 2020), and the complexities of digitalization and digital innovation in academic libraries (Kurti & Miranda, 2024). Related to this are articles that investigate experiences of joint academic libraries in Finland (Palonen et al., 2014; Rintamäki et al., 2018) and the merger of libraries as part of university mergers in Rwanda (Uwamwezi, 2020) and in Finland (Juntunen et al., 2013; Muhonen et al., 2011). Another international example is from Chile, where the consequences of standardization in academic library operations were investigated from the perspective of management and librarians (Pilerot et al., 2024).

Forms of collaboration between the library and university faculty have been studied in a few case studies as well as more theoretically. Some studies discuss this in terms of embedded librarianship (Bech-Hanssen et al., 2024; Jädefrid & De Fine Licht, 2024; Kaatrakoski & Lahikainen, 2016). Related to this focus on collaboration is also an interview study of how academic librarians and university teachers can collaborate to support students' development of information literacy (Friedrichsen & Meyer, 2021). This strand of studies has topical affinities with Hartvig and Moring's article in this issue.

Other case studies describe the work with designing and carrying out courses arranged by the academic library in collaboration with other university units, notably units for academic writing (Almlie, 2020; Ejdebäck & Wickenberg, 2021, 2022; Jorum & Eklund Heinonen, 2014; M. Olsson & Bindler, 2016; Straume, 2017; Sverre et al., 2022). Here, too, we see some topical similarities with the article by Henriksen and Johnston on academic language cafés in this issue. Many, though not all, of the courses described have a particular focus on students with another first language than the language of study or on first-generation university students.

Studies that have a specific focus on the users of academic libraries, rather than on students' and researchers' information seeking and use as part of the academic context, have addressed methods for studying library use as well as the reference interview. For instance, a survey of which methods the LIBER libraries use for gaining a better understanding of their users indicated that surveys but also UX and similar tools were used (Carlsson & Torngrén, 2020). As examples of this, Fredriksson (2020) described the use of a survey as a tool to better understand how students value the library's study spaces and Lehto et al. (2012) used surveys and monitoring to study how library visitors make use of the library premises. One article suggests that identifying customer value propositions can be a way to better understand the library users and thus serve as input for development of the library's services (Niemi-Grundström, 2021). When it comes to reference interviews, this has been studied to understand what type of inquiries were made at the physical reference desk in an academic library and to what degree librarians initiated a reference interview (Bøyum et al., 2021) as well as the potential of screen sharing in digital reference interviews (Sundgaard & Sandvik, 2024). A small interview study with doctoral students in Denmark identified which factors they thought had supported or hindered their studies and identified an interest in increased library initiatives for doctoral students (Bredahl et al., 2016). There are many studies of the information literacies of students in higher education institutions, but most have a broader focus than specifically the academic library. An exception is the analysis of a Finnish information literacy recommendation through the lens of activity theory and Greimas' actantial model (Kämäräinen & Saarti, 2013).

A focus on the academic library's support for researchers can be identified as a topic of study, often with an interest in the library's and the librarians' role. In her doctoral dissertation, Eklund (2022) studied how academic librarians negotiated their professional jurisdiction when providing library services. In a series of studies, Hansson and colleagues have investigated the role of the librarians in supporting researchers' publishing activities (Hansson & Johannesson, 2013; Johannesson & Hansson, 2012) and in bibliometric work where the academic librarians' services for researchers, on the one hand, and for university management on the other, may be put to a test (Åström & Hansson, 2013). Nolin (2012, 2013) identified new tasks for the library's researcher support, which may lead to a different relationship between researchers and librarians. An example of these types of tasks is a case study of how researchers used social media for research communication and how a library took steps to support and encourage this use (Persson & Svenningsson, 2017). Lassi et al. (2016), on the other hand, investigated what support researchers needed with research data management as part of developing the library's RDM services. The development of RDM courses for researchers is also described by Kvale and Stangeland (2017).

Associated with the investigations of how libraries support publishing activities are studies of libraries' work to support open access. For instance, (L. Olsson, Francke, et al., 2020) reported on the experiences of and author response to the first Swedish Read & Publish agreement (with Springer) and to the cancellation of the Bibsam license agreement with Elsevier in 2018 because they would not accept open access as part of the terms (L. Olsson, Hertil Lindelöw, et al., 2020b, 2020a). Francke and colleagues (2017) addressed the issue of long-term preservation of deposited files in the

institutional repositories managed by Swedish academic libraries and found that many repositories lacked long-term plans and were primarily focusing on providing access in the short-term perspective. Library collections are discussed in a few publications, many of them with authors from Finnish academic libraries. Saarti et al. (2017) looked into collection policies of Finnish academic libraries, the issue of collection preservation was discussed in Muhonen et al. (2010), and Saarti (2018) calls for new collections policies in a publication landscape that is characterized by open access, machine learning techniques, a need for preserving born-digital scholarly work, and still contains physical collections. In his dissertation in economic history, Dellstig (2020) used university library acquisition, especially of bundled journal subscriptions, as a case to understand the value of academic publications. A number of publications focus on collections of non-European origin and challenges and possibilities associated with them. Schmidt (2020) highlighted the fact that despite an increasingly digital and global scholarly publishing environment, there are severe difficulties with finding and accessing non-European and non-North American literature in the databases and collections of European academic libraries. She exemplified this with South-East African research in the social sciences and humanities. An example of how collections of images produced as part of field work in South-East Asia and Oceania have been digitized and made available beyond the university and beyond Norway through the University of Oslo's use of the Alvin database is described by Anderson (2024). Also, at the University of Oslo, the development and items of the university's papyrus collection is described by Maravela (2024). Digitization of indigenous and local knowledge by Thai university libraries is the topic of Johansson and Nonthacumjane's (2022) article which investigates the issue in light of culturally responsive and responsible representation. Digitization of cultural heritage items is also in focus for Martinez' (2024) dissertation on the role of library staff in digitization projects associated with digital textual scholarship.

Some studies address issues concerned with knowledge organization in academic libraries. The topics span cataloguing rules for early printed books (Sjökqvist, 2016), a comparison between Google Scholar and a university's discovery system (Karlsson, 2014), the ISKO working group on guidelines for the procurement of library management systems (Haynes et al., 2024), and an overview of the history of online searching (Jensen et al., 2020).

We found relatively few studies published so far of the quickly evolving research area of AI in academic libraries. Academic librarians made up the majority of the participants in the learning circle on AI and libraries studied by Andersdotter (2023) which functioned as a method for professional development. An important issue discussed in the groups concerned how AI may influence the publics' trust in libraries and librarians. Kautonen and Gasparini (2024) propose a model inspired by design thinking for addressing competency building around AI in academic libraries in ways that try to capture the complexities of the issue. On the topic of competency building, it seems appropriate to end this review with Pilerot and Lindberg's (2018) ethnographic study of academic librarians' professional development, which has a broader perspective than AI. The authors conclude that the librarians learn from a varied set of sources rather than sticking strictly to reported research findings, as would be in line with a strict evidence-based approach. Academic librarians thus have a wide set of structured and unstructured methods for broadening their understanding of the field and of their work tasks.

This issue contains both research papers and practice-oriented pieces. The three research papers all focus on students and the work by librarians. Training of students through reading groups, as described by Andrén, and academic language cafes, as investigated by Henriksen and Johnston, are both examples of how research libraries are re-defining their services. Both Andrén and Henriksen and Johnston use the concept of the library as space and place for development of social capital (Vårheim, 2007) in an academic library context. With a focus on the users, the students, the libraries

explore their collections and their space in the creation of learning environments. In both cases, texts are used as entry points for discussions, reflections and community development.

Andrén describes how organized reading groups for reading and discussing fiction develops the students' perspectives and experiences. The article expands our understanding of how academic libraries in Sweden promote social reading with reflections on education and the students' future profession in focus. At the language cafes studied by Henriksen and Johnston, the students can bring coursework and they can discuss and get feedback on academic writing in their second language. Through the informal learning environment of language cafes, the library prepares the students for mastering their second language in their studies and in professional life after their studies.

Hartvig and Moring explore digital literacy teaching and different ways of embedding such teaching in university courses. They find that in the example courses they study, disciplinary perspectives are not prioritised. They introduce the concepts practical and epistemological embeddedness to describe the different approaches to embedding digital literacy training in the student's educational programs. As the same library staff is responsible for teaching students from multiple faculties, the content delivered is often of a general nature, illustrating practical embeddedness. Still, they argue, prioritizing epistemological embeddedness, where students are presented with domain-relevant content, is important for preparing the students with digital literacy skills relevant beyond the academic context.

The issue also contains four practice papers, focusing on developing services concerned with issues currently much discussed in academic libraries, such as AI, copyright, digital scholarship and research data management, and information literacy instruction. Hammarbäck, Sjöblom, Viklund and Hessman analyse doctoral students' reactions to the integration of AI tools in a PhD course on information literacy. They identify enthusiasm along with anxiety and distrust. The case shows the importance of integrating new tools in information literacy training while also reflecting on the possibilities and challenges that AI tools represent. The authors conclude by calling for further research on the practical application of generative AI in research.

Österåker and Nilsson's contribution describes the development of an open online course at Umeå University, Sweden, focused on publishing research under creative commons licences. They present their experiences with producing open educational resources and identify a knowledge gap among researchers when it comes to the licensing of their scholarly output, which is important to consider in the transition to open science.

Good and Kvale, in line with the previous two papers, also highlight an innovative approach to research support currently taking place in research libraries. In their paper, experiences from and remaining challenges in the development of the Digital Scholarship Centre at the University of Oslo, Norway, are presented. The Digital Scholarship Centre coordinates training, advice and network-building related to digital-skills development. As such, the Centre crosses disciplinary boundaries both at the university and the university library with a focus on skills, tools and methods which are used across domains.

Reflecting on the need for library staff to apply pedagogical methods in teaching and on the challenge of motivating and making the teaching relevant for the students, Schriver and Slyngborg describe the development of a teaching material on information literacy from the perspective of critical source consciousness.

All four practice papers present different approaches to education and skills development for the primary users of academic libraries. As practice papers they do not report on research, but rather describe projects all aiming to improve and innovate library services. As editors with a background from both research and the practice domain we believe that practice papers is a format that can contribute to bridging the gap between theory and practice. This special issue received a number of contributions from practicing librarians, which we take to indicate substantial interest within the practice domain to share experiences from the work conducted in academic libraries. The approach and objectives of projects, time available and the authors' training and experience can form hindrances for describing this work in the form of a research paper, but the practice-oriented format can allow for much important knowledge to be shared. By encouraging academic librarians to write about their development work and perhaps further explore the theory of their field, and at the same time inspire LIS researchers to conduct more research on academic libraries, the services they offer and the transformations they are undergoing, we hope to see a continually growing body of literature of varying types on academic libraries in the Nordic countries.

In the book review section, Karolina Lindh contributes a review of *Stöd för forskning och utbildning: Lärosätesbiblioteken i Sverige* [Research and education support: Academic libraries in Sweden], an anthology of 18 chapters describing different aspects of services provided in academic libraries. In her review, Lindh touches upon the distinction between research and practice texts, the anthology being an example of the latter. Several contributors have backgrounds from research and they apply and reflect on their research experience in their library work. The chapters can be read independently, and the review also functions as a guide to readers on which chapters are relevant to their needs and interests. The book as a whole provides LIS students with a comprehensive introduction to academic libraries from a service perspective.

As guest editors of this thematic issue, we are grateful to all authors who submitted manuscripts, to the reviewers who contributed with detailed reviews and constructive comments, and to the editors-in-chief of NJLIS during the time of production of the issue, Kim Tällerås, Sunniva Evjen, Jenny Lindberg and J. Tuomas Harviainen, for facilitating this special issue dedicated to academic libraries.

Sara Kjellberg, Helena Francke & Live Håndlykken Kvale
Guest editors

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Läsfrämjande lärosätesbibliotek

Studenters deltagande i en ämnes- och
professionsöverskridande bokcirkel på ett
lärosätesbibliotek

Abstract

The aim of this article is to contribute to the understanding of how academic libraries in Sweden engage in reading promotion. The following questions are addressed: (1) What functions does an interdisciplinary and cross-professional book club at an academic library serve for participating students? (2) What new role does the academic library play for these students? Empirical data were gathered through a case study of a specific book club. Participant observations were used together with nine semi-structured interviews that were conducted with students who had attended the book club. Tools from the sociology of reading are used in the analysis. These include concepts from sociologist Elizabeth Long (2003), who describes the “social infrastructure of reading”. The empathetic development that can occur through fiction is problematized by using Megan Boler’s (1997) concept of “passive empathy” and “testimonial reading”. Additionally, Erik Klinenberg’s (2018) theory of libraries as a part of the “social infrastructure” is utilized in the analysis. The results indicate that the social reading within the book club enables students to read and reflect on reading as a social activity, their education, future professions, and the role of the library. The academic library emerges as an integral part of the university’s social infrastructure. The book club not only fosters encounters with literature but also facilitates interactions among students through ensuing discussions. The role of the library and its librarians is to facilitate these encounters—both with the book and with other students—and to ensure they take place.

Keywords: academic libraries, book clubs, reading promotion, social reading, lärosätesbibliotek, universitetsbibliotek, läsfrämjande, bokcirklar, social läsning

Inledning

Biblioteken står i centrum för läsfrämjande arbete och sedan 1970-talet har det skett en ständig ökning av läsfrämjande initiativ (McNicol, 2016, s. 7; Fichtelius m. fl., 2019, s. 4). Utifrån Sveriges nationella mål för läsning (Prop. 2013/14:3, s. 6–67) har Kulturrådet (2019) utvecklat ett *Handlingsprogram för läsfrämjande*. I handlingsprogrammet lyfts läsningens sociala sammanhang och en förhoppning om att öka medvetenheten om att läsning och vilka som blir läsare alltid sker i ett socialt sammanhang. Handlingsprogrammet beskriver även läsningens ”förändringspotential såväl för individen som för samhället” (Kulturrådet, 2019, s. 5).

Att lärosätesbibliotek¹ arrangerar bokcirklar är, i en svensk kontext, ett relativt nytt fenomen. Enligt Kungliga bibliotekets statistik är det bara ett fåtal av de statligt finansierade lärosätesbiblioteken som de senaste åren har arrangerat bokcirklar (Kungliga biblioteket, u.å.). Sökningar på lärosätesbibliotekens webbplatser ger dock några exempel på lärosätesbibliotek som arrangerat bokcirklar med utgångspunkt i frivillig läsning av skönlitteratur (Chalmers, u.å.; Luleå tekniska universitet, 2023; Malmö universitet, 2024). Läsning av skönlitteratur förekommer även vid svenska lärosäten utan att lärosätesbiblioteken är involverade. Handelshögskolan i Stockholm erbjuder till exempel det de kallar Literary Agenda där studenter läser ett urval böcker under ett år och delas in i grupper med högskolans personal som bokcirkelledare (Handelshögskolan, u.å.).

I en svensk kontext är forskningen om läsfrämjande arbete på lärosätesbiblioteken knapp. En kandidatuppsats från 2015 undersöker bestånd och förmedling av skönlitteratur på högskole- och universitetsbibliotek i Sverige. I den enkätundersökning som skickades till samtliga lärosätesbibliotek, med en svarsfrekvens på 85 procent, angav ett av biblioteken att man använde sig av bokcirklar som läsfrämjande metod (Bakker, 2015, s. 34).

Ett svenskt nu pågående forskningsprojekt fokuserar på socialt läsande där människor träffas och pratar om sina läsupplevelser (Uppsala universitet, u.å.). I projektet har flera studier publicerats från 2012 och framåt (se Rydbeck, 2013, 2016). Projektet rymmer dock inte undersökningar av bokcirklar där lärosätesbibliotek är huvudman. I början av 2024 publicerades en internationell studie som pekade på att fler fallstudier av bokcirklar på lärosätesbibliotek behövs (Camargo-Rojas, 2024, s. 9).

Syftet med den här artikeln är att bidra till kunskap om lärosätesbibliotekens läsfrämjande arbete. Specifikt fokuserar studien på de deltagande studenternas beskrivningar av att delta i en ämnes- och professionsöverskridande bokcirkel arrangerad av och på ett lärosätesbibliotek i Sverige. Professionsbokcirkeln, som arrangeras av Malmö universitetsbibliotek, utgör studiens empiri och blir ett fall för att närmare studera den sociala läsningens betydelse för studenterna som deltar i bokcirkeln i egenskap av just studenter. Studiens frågeställningar är (1) Vilka funktioner fyller en ämnes- och professionsöverskridande bokcirkel på ett lärosätesbibliotek för medverkande studenter? och (2) Vilken ny roll får lärosätesbiblioteket för studenterna som deltar i bokcirkeln?²

Bakgrund och tidigare forskning

Social läsning och bokcirklar

Historiskt sett har samtalet varit en central utgångspunkt för läsning (Johansson, 2024). Ändå har läsningen traditionellt ofta porträtterats som en ensamaktivitet (se Long, 1993, 2003). Den individuella läsakten har stått i fokus vid litteraturvetenskapliga studier av läsning (Forslid m. fl., 2017, s. 22; Peplow, 2017 s. 32; Persson, 2015, s. 24) och det var först på 1990-talet som forskningen, med

¹ Lärosätesbibliotek är den benämning som primärt kommer att användas i texten för att benämna de bibliotek som är kopplade till universitet och högskolor.

² Artikeln bygger på författarens examensarbete *Läsfrämjande lärosätesbibliotek* (Andrén, 2024).

inspiration från sociologin, riktade fokus på läsning som social praktik (Bessman Taylor, 2012, s. 142). Idag fokuserar forskningen dock mer på inlärningskontexten och de sociala sammanhangen för att utveckla läsning (Andersson, 2015).

Bokcirklar är ett exempel på social läspraktik. Benämningen bokcirklar avser att läsare samlas, digitalt eller fysiskt, på ett organiserat sätt för att samtala om sina läsupplevelser (Bessman Taylor, 2012). Under tjugohundratalet har det skett en markant ökning av bokcirkelinitiativ på folkbibliotek (Rydbeck, 2013), vilket kan ses som ett tecken på att läsfrämjande arbete rör sig mot en mer social kontext (Andersson, 2015, s.13).

Fristående bokcirklar har studerats världen över. Deltagande i bokcirklar beskrivs som något som skapar förutsättningar för en bredare och djupare förståelse av texten som lästs (Álvarez-Álvarez, 2016, s. 228; Bergman, 2018, s. 87; Long, 2003, s. 110). Bokcirkeldeltagare beskriver sin upplevelse av samtalen i bokcirkeln som friare än klassrumsdiskussioner, vilket gör att samtalen förflyttar sig bortom den gemensamt lästa boken till det personliga och meningsfulla (Long, 2003). Den gemensamma reflektion som kan uppstå i bokcirklar har potential att, om än på ett begränsat sätt, vidga den egna förståelsen av världen hos deltagarna och ge tillgång till nya perspektiv. Genom samtalen ges deltagarna möjlighet att reflektera över egna uppfattningar, vilket kan leda till nya insikter (Long, 2003, s.187–188).

Forskningen visar även hur skönlitterära bokcirklar kan skapa tillfälle för elever att närma sig frågor om social rättvisa. Skönlitteraturen kan då utgöra en trygg utgångspunkt för att närma sig utmanade samtalsämnen och ta sig an dem på ett kritiskt sätt tillsammans med en bibliotekarie (McNicol, 2016, s. 10–11). Även utan bibliotekariens ledning kan empatin som uppstår genom bokcirkelnas läspraktiker ha betydelse för att utveckla medvetenhet om antirasism och knyta an till läsarens känslor och genom det skapa en moral för politiskt agerande (Davis, 2008, s. 179). Genom läsning och samtal om "den andre" kan "den andre" uppfattas som mindre avvikande (Long, 2003, s. 186).

Läsfrämjande av skönlitteratur på lärosätesbibliotek

Arbetet med läsfrämjande på lärosätesbibliotek har gått i vågor. På 1920-talet i en anglosaxisk kontext sågs arbetet med läsfrämjande av skönlitteratur som viktigt för lärosätesbiblioteken, för att sedan minska under 40- och 50-talen (Elliot, 2007, s. 35). De senaste 20 åren har skönlitterär läsning på lärosätesbibliotek åter hamnat mer i fokus (Dali & McNiff, 2019). Rathe och Blankenship (2006) visar på vikten av ett skönlitterärt bestånd på lärosätesbibliotek och att skönlitterär läsning utvecklar studenters läsförståelse av akademiska texter, förmåga att resonera samt medborgardeltagande (Rathe & Blankenship, 2006, s. 82). Det finns forskning som argumenterar för att lärosätesbibliotek bör arbeta med skönlitterär läsning och gemenskap (Dewan, 2013, 2016) samt att skönlitterär läsning kan inspirera universitetsstudenter "to imagine alternative ways of living, envision improved societies and fight for important ideals" (Dewan, 2016, s. 561).

Bokcirklar på lärosätesbibliotek

Till skillnad från folkbibliotek, där bokcirklar med skönlitteratur länge setts som en självklar del av utbudet (Lackner m. fl., 2023, s. 35), är bokcirklar på lärosätesbibliotek ovanligare (Lackner m. fl., 2023, s. 21). Sedan 2015 har dock antalet forskningsartiklar om skönlitteratur och bokcirklar på lärosätesbibliotek världen över ökat (Camargo-Rojas, 2024, s. 4) och i en anglosaxisk kontext finns flera exempel på artiklar om bokcirklar på lärosätesbibliotek. Dessa visar att studenter som väljer att delta i bokcirklar på lärosätesbibliotek mestadels redan är bekväma i bibliotekets lokaler. Genom att delta kan dock en mer personlig koppling mellan användare och personal skapas (Bull & Jacobsen Kiciman, 2021, s. 10). Deltagandet gör även att studenter återupptar sitt frivilliga läsande (Bull & Jacobsen Kiciman, 2019, s. 24), hittar ny litteratur, upptäcker nya ämnen och skapar nya relationer

med andra biblioteksanvändare och bibliotekspersonalen (Lackner m. fl., 2023, s. 22). Generellt anses bokcirkel på lärosätesbibliotek stödja gemenskap och underlätta för meningsskapande diskussioner (Kilham & Griffiths, 2017, s. 43). Lärosätesbiblioteket kan genom bokcirkel utvecklas från att enbart vara en plats för studier och hyschande av varandra till att bli en plats för gemenskap (Fajardo, 2010, s. 65). Bokcirkel på lärosätesbibliotek kan även ge studenterna möjlighet att utforska ämnen som social rättvisa, kolonialism och jämlikhet (Mansoor el al., 2023, s. 257).

Professionsutbildningar förstås här som utbildningar där både det teoretiska och det praktiska har stor betydelse (Bernhardsson & Törnqvist, 2022, s. 258). Studier av lärosätesbibliotek som arrangerar bokcirkel för studenter från flera professionsutbildningar visar att dessa kan stärka relationerna mellan bibliotekariéer och utbildningsprogrammen (Haley m. fl., 2019, s. 408; Kilham & Griffiths, 2017, s. 47). De kan även stödja tvärprofessionell kommunikation genom att skapa möten mellan studenter från olika utbildningar (Haley m. fl., 2019, s. 403; Kilham & Griffiths, 2017, s. 46–47). Genom boksamtalen får deltagarna ta del av en bredd insikter och perspektiv i en inkluderande och trygg miljö (Kilham & Griffiths, 2017, s. 46). Kilham och Griffiths (2017, s. 46) beskriver i sin studie av denna typ av bokcirkel hur de tvärprofessionella boksamtalen ofta utgick från de frågor bibliotekarién ställde men att de snabbt övergick till att deltagarna lyfte personliga och professionella reflektioner kopplade till bokens teman.

Skönlitteratur och social läsning inom akademiska studier

Social läsning och diskussioner om skönlitteratur i grupper av läkarstudenter har visat sig kunna förbereda studenter för de emotionella utmaningar som deras framtida yrke kommer att innebära (Rydén Gramner, 2021). En studie har även gjorts på användningen av Shared Reading på två av författarna benämnda professionsutbildningar på universitetsnivå i Sverige: läkarutbildningen och författarskolan (Bernhardsson & Törnqvist, 2022, s. 258). Metoden, som fokuserar på de sociala aspekterna av läsning, har visat sig ge studenterna möjlighet att skapa en djupare förståelse av sig själva, texter och andra människor. I studien är det tydligt att texterna underlättar för kommunikation om det personliga och andra erfarenheter och tankar som vanligen inte tar särskilt mycket plats i den akademiska miljön (Bernhardsson & Törnqvist, 2022, s. 262, 283). Genom samtalen tillåts olika tolkningar och perspektiv att ta plats och läkarstudenterna får chans att reflektera över känslomässiga och relationella delar av sitt framtida yrke (Bernhardsson & Törnqvist, 2022, s. 258).

Lärosätesbibliotek som mötesplats

Flera studier har undersökt lärosätesbibliotekets roll som social mötesplats (Anderson, 2017; Bailin, 2011; Bryant m. fl., 2009; Gayton, 2008). Diskussionen har ofta utgått från bibliotekets funktion och den fysiska utformningen. Fokus har även handlat om att säkerställa lärosätesbibliotekets relevans, särskilt i en tid med ständigt växande utbud av digitalt tillgängligt material.

Ett perspektiv på lärosätesbiblioteket som social mötesplats är att det skapar en gemensam miljö som bjuder in till den akademiska gemenskapen och uppmuntrar till enskilda, tysta studier, vilket hjälper studenter att fokusera genom den studieinriktade omgivning som biblioteket erbjuder (Gayton, 2008; Andersson, 2017). Gayton (2008) gör en distinktion mellan den gemensamma platsen och den sociala platsen som lärosätesbiblioteket kan utforma sin verksamhet utifrån. Den sociala platsen bjuder i högre grad in till samtal och interaktion (Gayton, 2008, s. 61). Enligt Gayton bör lärosätesbibliotekens verksamhet utformas så att den sociala inte inkräktar på de gemensamma funktionerna och han framhåller att det är svårt att upprätthålla denna balans (Gayton, 2008, s. 62–64). Anderssons (2017, s. 167) studie om Oslos universitetsbibliotek ger dock en annan bild. Här framgår det att studenterna inte bara värderar biblioteket högt som plats utan också upplever att det tillgodoser deras behov både som en mötesplats och som en gemensam studiemiljö. Dessa resultat antyder att Gaytons oro för

konflikter mellan det sociala och det gemensamma kanske inte behöver tas i beaktande i alla bibliotek.

Teoretiskt ramverk

I den här studien utgår jag från synen på bibliotek som en form av *social infrastruktur* (Klinenberg, 2018) och tillämpar det här perspektivet i lärosätesbibliotekens kontext. Jag använder det för att analysera lärosätesbibliotekets roll för bokcirkeln och dess betydelse för deltagande studenter. Jag använder även begreppet *social läsning* för att tydliggöra att bokcirkeln är en social läspraktik. Genom att lyfta fram *läsningens sociala infrastruktur* (Long, 2003) blir det tydligt att läsning inte är en ensamaktivitet. Med hjälp av begreppen *passiv empati* och *läsning av vittnesmål* (Boler, 1997) kan empati i relation till läsning problematiseras. Nedan beskriver jag utförligare de teoretiska begrepp jag utgått från för att analysera det som sker omkring läsningen av boken i bokcirkelarna och vilka sociala värden det medför.

Social infrastruktur (Klinenberg, 2018) kan förstås som platser som möjliggör att personer som för varandra är okända kan mötas och att individen kan uppleva sig inkluderad och välkommen oavsett bakgrund (Klinenberg, 2018, s. 84), vilket kan fungera skyddande för människor i utmanande situationer (Klinenberg, 2018, s. 7). Folkbiblioteken ses ofta som en av de viktigaste sociala infrastrukturerna i samhället (Klinenberg, 2018, s. 44). Särskilt pekar Klinenberg (2018, s. 36) på folkbibliotekens programverksamheter som skapare av *social infrastruktur* och som möjliggörare för att bygga nya gemenskaper (Klinenberg, 2018, s. 95).

Genom att flytta fokus från bilden av den ensamma läsaren kan *läsningens sociala infrastruktur* synliggöras (Long, 2003, s. 8–10). Den sociala infrastrukturen beskrivs av Long som nödvändig för att människor ska lära sig läsa, för att uppmuntra läsning och för att skapa möjligheter för fortsatt läsning. Vanan att läsa är alltså social och att interagera med andra är en förutsättning för läsande (Long, 2003, s. 10). Bokcirkeln studeras som ett sociokulturellt fenomen där lärande förstås som en process som uppstår i sociala sammanhang där deltagarna genom kommunikation och interaktion tar med sig kunskaper och insikter som kan användas i framtiden (Säljö, 2014). De kommunikativa processerna blir därmed avgörande för mänskligt lärande och utveckling (Säljö, 2014, s. 37).

Jag fokuserar, likt Long (2003, s.17) i hennes studie om kvinnor i bokcirklar, på de sociala praktikerna kring läsandet av litteraturen. Genom att lägga fokus på läsaren och läsningen blir det möjligt att se om och hur deltagandet i bokcirkeln skapar förutsättningar för deltagarna att skapa nya relationer, både med individer och samhälle, och att reflektera över sig själva. Enligt resonemanget ges de i bokcirkeln tillfälle att omskapa bilden av sig själva, samhället och kulturen de tillhör i förhållande till andra och till textens innehåll (Long, 2003, s. 22).

I artikeln "The risk of empathy: Interrogating multiculturalism's gaze" pekar Boler (1997) ut ett gap mellan empati och agerande för förändring. Hon problematiserar den empati som sägs utvecklas genom skönlitterär läsning och ifrågasätter hur väl den faktiskt fungerar som grund för demokrati och social förändring. Den empati som lyfts kopplat till läsning av exempelvis Nussbaum (1995) benämner Boler *passiv empati* vilket hon menar inte bidrar till agerande för rättvisa (Boler, 1997, s. 259) utan snarare till en situation där maktrelationer inte synliggörs (Boler, 1997, s. 261). Det sker alltså ingen förflyttning från empatin för individen, exempelvis för karaktärer i boken, till ett strukturellt perspektiv. Boler är enig med Nussbaum (1995) om att litteraturläsning kan bidra till identifikation och känslomässiga reaktioner men menar att den upplevelsen inte automatiskt skapar en känsla av vilket ansvar som behöver tas i förhållande till historiska och sociala förhållanden (1997, s. 261). Bolers (1997, s. 225) övertygelse är att enbart empati inte leder till rättvisa eller förändrar de

ojämlikheter som samhället präglas av. Om inte förändring sker, frågar hon sig, vad blir då empati mer än "a good brotherly feeling"? (Boler, 1997, s. 261).

I stället för att läsning om "kulturellt andra" skapar en *passiv empati* menar Boler (1997) att vi behöver uppmuntra *testimonial reading*, som översätts till *läsning av vittnesmål*, vilket synliggör och understryker maktrelationerna och de sociala hierarkier som finns i samhället. Genom *läsning av vittnesmål* menar Boler (1997) att vi kan gå från att bara känna empati för en "avlägsen annan" till att i stället placera oss själva som en del i de förtryckande strukturer som skapar hinder och utmaningar för andra (Boler, 1997, s. 263). I *läsning av vittnesmål* tilldelas läsaren ett ansvar som gör att hen tvingas tänka igenom sin världsbild och konfronteras med det som uppkommer när den utmanas (Boler, 1997, s. 262). Boler argumenterar för att utbildning bör ta sin utgångspunkt i att uppmuntra studenters förmågor till just den typen av självreflektion (Boler, 1997, s. 255) och att läsning av romaner behöver leda till vad hon kallar *semiotics of empathy*, som översätts till *empatins semiotik*, där makt och sociala hierarkier betonas och relationen mellan läsare och text – den som lyssnar och den som berättar – synliggörs (Boler, 1997, s. 256).

Metod

Fallstudien

Den studerade bokcirkeln går under namnet professionsbokcirkeln och är en del i Malmö universitetsbiblioteks arbete med Mau Reads (Malmö universitet, 2024). Studenter på utbildningarna till polis, lärare i samhällskunskap, sjuksköterska, idrottsvetare, socionom och studie- och yrkesvägledare bjöds in att frivilligt delta vid sidan av studierna.

Den bok som bibliotekarierna valt ut och som cirkeln utgick från var romanen *Blir du ledsen om jag dör?* (2023) av Nicolas Lunabba. Boken användes både 2023, första året professionscirkeln genomfördes, och 2024, när den här studien genomfördes. Det är en självbiografisk berättelse som utspelar sig i Malmö och innehåller teman som rör fattigdom, segregation, kärlek, utanförskap, sorg, vänskap, familjerelationer och kriminalitet. Träffarna där boken diskuterades hölls av bibliotekarierna från Malmö universitetsbibliotek i bibliotekets lokaler. På Malmö universitets webbplats poängteras att målet är att studenterna ska diskutera boken på tvärs och på så sätt ges verktyg att skapa möten över ämnes- och professionsgränser. Detta för att få en fördjupad förståelse för svåra situationer, den egna professionen och det empatiska utforskande som kan uppstå när man läser skönlitteratur (Malmö universitet, 2024).

Professionsbokcirkeln bestod av fyra träffar. På den första träffen, "kick-offen", samlades studenterna i en av de större lektionssalarna på Malmö universitetsbibliotek. Där tilldelades de sina grupper, grupp 1–6, och fick en pocketversion av boken samt ett anteckningsblock. Samordnande bibliotekarierna hälsade studenterna välkomna och en videohälsning från bokens författare spelades upp på storbildsskärm. Studenterna fick även tid att presentera sig för varandra och fika.

Gruppindelningen av de femtio anmälda studenterna gjordes av samordnande bibliotekarierna med ambitionen att representera alla de medverkande utbildningarna i alla grupper. Grupperna bestod inledningsvis av cirka åtta studenter och en bibliotekarie som cirkelledare. Studenterna uppmuntrades att läsa första halvan av boken till bokcirkelns nästa träff. På de två efterföljande träffarna diskuterades boken i grupperna med bibliotekarien som samtalsledare och deltagarna bjöds på fika. Professionsbokcirkeln avslutades med att bokcirkeldeltagarna bjöds in till ett författarsamtal

med Nicolas Lunabba. Författarsamtalet var även öppet för allmänheten.³ Samtliga träffar varade i ungefär en timme.

Forskningsdesign

I studien används en kvalitativ metod med etnografisk ansats. Under kick-offen presenterade jag studiens upplägg och syfte. Samtliga närvarande studenter fick även information skriftligt. Femton av de närvarande studenterna meddelade intresse för att intervjuas och lämnade sina kontaktuppgifter till mig. Ett mejl om att boka in en intervju skickades till dem följande dag. I mejlet bifogades samma information som getts vid kick-offen. Nio studenter svarade och tider bokades med dem. Veckan innan intervjuerna skulle äga rum skickades ett påminnelsemejl med den inbokade tiden. Det visade sig då att tre av studenterna av olika anledningar inte uppfyllde urvalskriterierna längre. Då skickades ett nytt mejl till de som inte återkommit efter det första mejlet. Dessutom skickade de samordnande bibliotekarierna ut ett nytt meddelande till samtliga bokcirkeldeltagare som uppfyllde urvalskriteriet för att bli intervjuad: att vara student och ha medverkat på minst en av bokcirkelträffarna där boken diskuterats. Tre ytterligare studenter anmälde sig efter detta till att intervjuas.

Totalt genomfördes intervjuer med nio studenter som deltagit i professionsbokcirkeln. Genom att intervjuar fler än sex till åtta personer kan, menar Eriksson-Zetterquist & Ahrne (2022, s. 64), slutsatsen dras att resultatet är relativt oberoende av enskilda personers specifika åsikter. Några av informanterna hade deltagit i samma bokcirkelgrupp. Majoriteten av grupperna finns dock representerade i studien. Genom intervjuer ville jag få ta del av deltagarnas beskrivningar av att medverka i bokcirkeln och vilka betydelser de tillskrev erfarenheten. I intervjuerna ställdes därför öppna frågor utifrån en intervjuguide med ett antal strukturerade teman med tillhörande frågor. Dessa teman var: att vara student i en bokcirkel, mötet med andra utbildningar, att läsa skönlitteratur och mötet med universitetsbiblioteket/bibliotekarierna. Informanterna fick tala fritt utifrån dessa teman, så kallade semistrukturerade intervjuer (Trost, 2010, s. 42). Sex av de intervjuer som genomfördes ägde rum i bibliotekets lokaler och tre genom Zoom. Intervjuerna spelades in efter att alla informanter gett samtycke till det. Intervjutiden varade mellan 22 minuter och 49 minuter.

Utöver intervjuerna genomförde jag deltagande observationer vid fyra tillfällen: ett planeringsmöte med de bibliotekarier som ledde bokcirkelarna, kick-offen för bokcirkeln och två möten med en av grupperna i professionsbokcirkeln. Studenterna i bokcirkelgruppen som observerades fick information om att de kunde byta grupp om de inte ville observeras. Jag strävade efter att skriva ner fältanteckningarna i så nära anslutning till observationerna som möjligt (Fangen, 2005, s. 96; Hammar Chiriac & Einarsson 2018, s. 31). Vid två av träffarna tog jag anteckningar under mötena och vid de andra direkt efter avslutat möte. I fältanteckningarna försökte jag fånga de iakttagelser jag gjorde under observationerna och övergripande redogöra för vad som gjordes och sas (Lalander, 2022, s. 134), men även hur jag upplevde träffarna (Lalander, 2022, s. 138). Genom att använda observationer kunde jag ta del av vad som hände i bokcirkelarna när det hände (Hammar Chiriac & Einarsson, 2018, s. 25). Deltagarna informerades om att jag svarade på frågor om de ställdes direkt till mig. I övrigt höll jag mig utanför de verbala interaktionerna. Utöver intervjuer och observationer har jag även tagit del av visst material som samordnande bibliotekarier delat med mig, med frågor som förberetts till träffarna och e-postutskick som gjorts till deltagande studenter.

Analysarbetet har utgått från de tre aktiviteter som analysen av kvalitativt material behöver ta utgångspunkt i enligt Rennstam och Wästerfors (2015, s.12): att sortera, reducera och argumentera. Jag har läst transkriberingarna noga och långsamt (Rennstam & Wästerfors, 2015, s. 75) och ställt

³ Det avslutande författarsamtalet är inte inkluderat i studien eftersom det tillfället låg utanför tidsramen för det examensarbete som ligger till grund för artikeln.

frågor utifrån det teoretiska ramverket och studiens frågeställningar. Därefter har jag sorterat och markerat i innehållet. Där liknande innehåll har återkommit har teman identifierats. Citaten som används har behandlats varsamt och jag har försökt behålla dem i sin originalform. Jag har dock dolt uppgifter om informanternas utbildningar för att skydda deras identiteter.

Vid genomförandet av studien har forskningsetiska principer fungerat som vägledning. Noggranna avvägningar har gjorts för att undvika etiska dilemman och särskild omsorg har tagits för att skydda informanternas integritet. Informanterna informerades tydligt om studiens syfte och upplägg, både skriftligt och muntligt, för att kunna ge sitt frivilliga och informerade samtycke till deltagande. Dessutom har principen om konfidentialitet strikt följts genom att insamlade personuppgifter hanterats på ett sätt som säkerställer att deltagarna inte kan identifieras av utomstående (Vetenskapsrådet, 2017). För att uppfylla principen om konfidentialitet (Vetenskapsrådet, 2017) har informanterna, vid redovisningen av empirin, fått benämningarna A-I. Eftersom antalet deltagande studenter i bokcirkeln, och därmed möjliga informanter, var begränsat kommer jag inte att presentera dem mer ingående än att studenter från samtliga utbildningar utom idrottsvetare, polis och sjuksköterska finns representerade bland informanterna i professionsbokcirkeln. De som studerat kortast läste termin två och de som kommit längst i utbildningen läste sin sista termin.

Resultat och analys

I följande avsnitt presenteras empirin. Referat och citat från intervjuerna och fältanteckningar från observationerna presenteras parallellt. Fältanteckningarna har i efterhand bearbetats och getts en beskrivande ton. När något refererar till observationerna hänvisar jag till observation 1–4.

Läsa i ett socialt sammanhang

Läsa i bokcirkeln: ta tag i att läsa

Två informanter beskriver att de läser flera timmar i veckan. Övriga beskriver att de sällan läser skönlitteratur och fyra berättar att de läser mindre nu än vad de gjort tidigare. Jag tolkar det som att flera av dem har en längtan att läsa mer. Fyra informanter uppger att de tänkt läsa boken tidigare. Den sociala infrastrukturen för läsning (Long, 2003) syns i hur informanterna från början fått upp ögonen för boken: två beskriver att en närstående rekommenderat boken, en annan att författaren föreläst på dennes arbetsplats och andra att de stött på författaren i andra sammanhang. Informanterna beskriver att bokcirkeln skapat tillfälle att ta upp läsningen igen och hitta motivation till att läsa. I intervjuerna är det tydligt att bokcirkeln lockat informanterna att läsa och skapat möjligheter för läsning.

Social läsning i bokcirkeln: trevligt, fördjupad förståelse och gemenskap

Ordet *trevligt* återkommer och utmärker sig i beskrivningarna av att delta i professionsbokcirkeln. Flera informanter berättar att de tycker att bokcirkeln var ett bra initiativ från universitetet. Det serverades fika på alla träffar och det lyfts av informanterna som uppskattat. Majoriteten av informanterna beskriver att de var förväntansfulla inför att delta i bokcirkelträffarna och de samtal som de hoppades skulle uppstå. Flera berättar att de uppfattat boksamtalen som en gemenskap när andra i gruppen berättat att de reagerat på och tänkt på liknande saker som de själva. Exempelvis berättar B att "när jag diskuterade med de andra så sa de att de upplevde lite samma sak och det blev lite gemenskap liksom" (B). Studenterna beskriver samtalen i bokcirkeln som positiva och G berättar att gruppen "diskuterade väldigt relevanta och viktiga ämnen" (G).

H berättar i intervjun att hen tagit till sig boken bättre genom boksamtalen: "jag har tagit till mig boken mycket bättre än om jag hade läst den helt självständigt tänker jag och särskilt då när man får diskutera och jaha, såg du det på det sättet och du på det sättet" (H). B och E berättar att de fick en

fördjupad förståelse och fler upplevelser av boken genom bokcirkeln. E förklarar att läsningen först var en "snabb läsning och sen så var det klart" (E) men att det var i bokcirkelsamtalen som "det startade i gång" (E) och hen fick syn på det hen själv missat i läsningen: "det här tänkte jag inte på när jag läste den och det här tänkte jag inte på" (E).

Flera informanter berättar att samtal om boken inte bara skett på bokcirkelmötena utan även utanför dessa. I berättar:

Det kan ju väckas många tankar när man läser en bok som man sällan delar med någon annan och det gillade jag nu, att dels i grupperna men också, jag har ju en del vänner i klassen som är med och vi har ju även bollat utanför de här grupperna och pratat om det där som hände eller det där ... (I)

En majoritet av informanterna säger att de vill vara med i en bokcirkel igen trots att det inte var en fråga som ställdes. Två av informanterna, G och H, berättar att de gärna sett att det var fler träffar i bokcirkeln för att diskutera boken och lära känna varandra bättre. Det är alltså tydligt att den sociala läsningen har gett mersmak.

Bokcirkeln i förhållande till innehållet i studenternas utbildning

De samtal på tvärs över ämnen och professioner som uppstod i bokcirkeln beskriver informanterna som "våldigt intressant[a]" (D) och E berättar att "det var väldigt spännande att höra allas åsikter och tankar och hur de sen kommer vara när de väl är ute och jobbar" (E). Ungefär hälften av informanterna berättade att de sett fram emot att träffa studenter från de andra utbildningarna i bokcirkeln. Tre informanter, D, H och I, berättar att blandningen i deras grupper inte blev så stor som de önskat. De berättar att de var extra intresserade av att höra perspektiv från specifika utbildningar, vilka saknades i gruppen de tilldelades.

I och G uttrycker att de gärna hade sett mer samverkan mellan utbildningarna, vilket de saknat. Genom att mötas under utbildningarna hoppas de kunna samverka bättre i framtida arbetsliv. I berättar att det i hens utbildning har diskuterats om de ska läsa någon mer teoretisk kurs, som exempelvis kriminologi. Efter att ha deltagit i bokcirkeln tror I i stället att det skulle ge mer att läsa något tillsammans med andra utbildningar och diskutera det ihop: "[d]å tycker jag hellre att göra något sånt här, jag tänker att de här [...] nästan ger mer och bjuda in flera, från flera olika utbildningar liksom och dela perspektiv faktiskt" (I).

Flera av informanterna reflekterar över läsningen i relation till vad de läst i sin utbildning. A beskriver att läsningen i bokcirkeln skapade bättre förståelse för begrepp som behandlats i utbildningen.

[I utbildningen har jag mött] väldigt många begrepp som är svåra att fatta om man inte har ett exempel på det. Och det gör ju den här boken väldigt bra. Den sätter det här med marginalisering, klassamhälle och utsatthet, det är många sådana begrepp som får en kontext och det underlättar väldigt mycket. [...]. Vi läser hela enskilda böcker om vissa begrepp men sen [är man] ändå inte riktigt klok på dem. (A)

D berättar att hen tror att "om man ska förstå vad man ska syssla med när man är klar så tänker jag att då räcker det inte med att läsa akademiskt eller läroböcker" (D). G berättar att kurser i utbildningen gått in "ganska mycket på ojämlikheter i samhället" men beskriver att "det jag fick med mig av boken är att jag fick en närmare relation till det våldet som försiggår och ytterligare bekräftelse på att hudfärg spelar roll, ja alltså en ytterligare bekräftelse på att de orättvisorna finns och att de är" (G). H beskriver att läsningen gav en ärlig inblick i "verkligheten" (H) på ett sätt som kurslitteraturen inte alltid gjort.

Först så är det ju verkligen röster från de som har upplevt de här sakerna. Och just den här brutala ärligheten är jag inte van vid alls utan det är mycket utifrån och det kan bero på detta och detta ... så mycket teoretiskt. Den kunskapen man själv har fått har man ju antingen fått genom vänner eller vissa i klassen har sagt något särskilt de har upplevt eller så. Men ja, kurslitteraturen har varit ganska inlindad tycker jag. Javisst, det är vetenskapligt och så vidare man kanske inte kan skriva vad som helst. (H)

Majoriteten av informanterna berättar att de uppskattat att bokcirkeln var frivillig. Exempelvis ger B uttryck för den här hållningen: "jag personligen tycker inte [bokcirkeln] bör vara [obligatorisk] för då blir det bara det, akademiskt, ja men typ som ett seminarium typ." Två informanter lyfter aspekten att läsningen och bokcirkeln inte är riktade mot specifika kursmål. C beskriver att vid läsning av en skönlitterär bok till en skoluppgift ges mer fokus åt "lärandemålen och mer vad som önskas av mig, snarare än vad jag själv kanske önskar av uppgiften" (C). F pekar ut att samtal om texter i utbildningen, där kursmål finns att förhålla sig till, får en tydligare riktning och styrning och berättar att inställningen till läsningen blir mer avslappnad i bokcirkeln. F berättar vidare att hen upplevde att bokcirkeln skapade tillfälle att prata om personliga saker som kanske inte är direkt kopplade till boken. Det blev enligt F ett "mer socialt fokus" i bokcirkeln, "det blev liksom en bredare låda utav ämnen än om det hade varit examinerande med tydliga mål om vad vi ska ta upp och varför vi ska ta upp dem" (F). Det som F beskriver upplevde även jag under bokcirkelträffarna, där studenterna lyfte erfarenheter av att själv vara ung eller erfarenheter från sina egna familjer (observation 3; observation 4).

Informanterna C och H var i slutet av sina utbildningar. De beskriver att de under bokcirkelsamtalen reflekterat över skillnader mellan deras tolkningar av händelser i boken jämfört med tolkningar som uttrycktes av gruppdeltagare som studerade samma utbildning men inte studerat lika länge. H berättar att "i min grupp så var det några [...] studenter från termin fyra och bara där var det jättestor skillnad känns det som, vad man hade fått för bild och så där" (H). C lyfter:

jag märkte ju att när jag var på själva bokcirkeln så kunde jag uppleva en viss dissonans i hur jag uppfattade boken och hur många övriga uppfattade boken. Speciellt om jag jämför då med personer som också läste till [utbildning], terminer bakom så ser jag skillnader liksom på olika sätt. (C)

Jag tolkar det som att bokcirkelsamtalen för dessa studenter skapat tillfälle att reflektera över vad de fått med sig från sin utbildning.

Två andra informanter, som var i början av sin utbildning, A och E, berättar att de upplevde en nervositet inför träffarna och att de funderat på hur de skulle vara och vad de andra studenterna skulle tänka om dem. En av dem, A, beskriver att hen före bokcirkelträffarna tänkte att andra studenter, utom de i hans klass, är på en annan nivå akademiskt, särskilt de som studerat lite längre. A beskriver att hen inför träffarna tänkte "att jag måste 'measure up'" och A föreställde sig de andra studenterna som "superakademisk[a]". Efter att ha deltagit i bokcirkeln beskriver A diskussionerna i bokcirkeln som "utmanande, alltså stimulerande och lättsamt, på något sätt" och den inledande oron "släppte ganska fort". A tar med sig erfarenheten av att delta i ett sammanhang med andra studenter och känna sig tillräcklig för att vara med. Även den andra informanten som upplevt nervositet berättar att när diskussionerna väl startade i bokcirkeln kändes det bättre och hen tänkte "okej, vi alla är ändå i samma sits" (E). A:s beskrivning av att delta i bokcirkeln tolkar jag genom Long (2003) som att hen via sitt deltagande kunnat omskapa bilden av sig själv i förhållande till andra studenter och att hen växt i sin roll som student. Jag förstår det som att både A och E beskriver att de upplevde sig inkluderade i bokcirkeln och att bokcirkeln verkar fungera som en social infrastruktur (Klinenberg, 2018).

Bokcirkeln i förhållande till studenternas framtida yrkesroller

Bokcirkeln är sammansatt av yrkesgrupper som antagligen kommer att arbeta nära varandra i framtida yrkesliv. Under bokcirkelträffarna pratade studenterna om sina framtida yrkesroller och hur de förväntas agera i olika situationer utifrån respektive yrkesroll (observation 4). Majoriteten av informanterna hade med sig sin framtida yrkesroll som ett perspektiv i läsningen och informanter som inte hade det från början fick med sig det från samtalen i bokcirkeln. Flera informanter beskriver i intervjuerna hur läsningen och samtalen lett till reflektioner över deras egna agerande i en framtida yrkesroll. A, som läser sin andra termin på sin utbildning, berättar att samtalen fokuserat mer på samhället och yrkesrollerna än hen förväntat sig. B, som också läser sin andra termin, berättar att det var boksamtalen som tillförde yrkesperspektivet, vilket ledde till reflektion över att yrket väntar efter studierna.

Det blev väldigt riktigt på något sätt. Jag landade väldigt mycket i min roll som framtida [yrke] också att, oj, jag kommer ju faktiskt göra detta och det var lite läskigt men också väldigt exalterande. Jag är väldigt peppad. [...] jag tänkte inte alls på det under, när jag läste själv utan det var ju verkligen det som gruppen tillförde väldigt mycket. Just att jag, att vi blandade våra professioner, vad kan vi göra? Vad hade du gjort i den här situationen som [yrke] liksom? (B)

Flera informanter förklarar att samarbetet mellan olika yrken är något de tar med sig från bokcirkeln. G berättar att samtalen gav perspektiv på "det här med att vi behöver samverka mer för att folk inte ska falla mellan stolarna och hur vi gör det liksom" (G). I lyfte att de i gruppen pratat om vikten av en gemensam syn för att kunna arbeta tillsammans och att hen hade en förhoppning om att boksamtalen kunde leda till att de "kan försöka få ett gemensamt synsätt redan nu kanske" (I).

En bibliotekarie reflekterar kring valet av boken *Blir du ledsen om jag dör?* (Lunabba, 2023) i ett förberedande möte inför bokcirkeln. Bibliotekarien säger att bokvalet är viktigt eftersom studenterna i boken kan möta sammanhang de inte själva har erfarenheter av men som de kan ha nytta av att ha stött på när de väl kommer ut i arbetslivet (observation 2). Det kommer också fram när informanterna beskriver att läsningen gett nya perspektiv. D berättar:

När jag läste den här boken så är det ju, även om jag liksom känner till, jag känner ju till det ur ett perspektiv men jag menar att det är ju väldigt mycket som författaren och den här unge killen, alltså deras ... som jag inte har en aning om. Alltså som är helt nytt för mig. [...] jag får [...] mycket mer perspektiv. (D)

På ett bokcirkelmöte ställer bibliotekarien en fråga om huvudpersonens förtroende för samhället och om varför ingen i boken kontaktar socialtjänsten när ett barn far illa. Utifrån frågan pratar studenterna om sina framtida yrkesroller och att genom dessa yrken representera samhället. Samtalet övergår i en diskussion om den makt det ger dem i sina yrkesroller att, som en student uttrycker det, ha "hela staten i ryggen". Studenterna diskuterar även hur de, i framtida arbetsliv, kan bemöta människor som saknar förtroende för samhället (observation 3).

Flera informanter reflekterar över deltagandet i bokcirkeln i förhållande till agerande i framtida arbetsliv. H berättar att läsningen gett förståelse för individer med andra upplevelser och att det lett till reflektioner över framtida arbetsliv.

Ja, men just det här med stadsdelarna, du finns där och du är van vid det. Du vet hur det funkar, du mår inte bra eller trivs kanske inte alltid där men du vet i alla fall vad som förväntas liksom. Sen då att ta dig till andra, kanske bara en annan del av staden känns kanske helt orimligt och svårt. Det tänker jag att det är någonting som man ... har man själv inte upplevt det så tänker man liksom

inte på det. Och så här vikten av att insatser och aktiviteter och sådant faktiskt sker i alla stadsdelar i och inte bara i centrum för många kommer inte ta sig dit. (H)

G beskriver att hen tagit med sig vikten av att tro på andras berättelser och se de sociala strukturerna i samhället. Hen har stärkts i sin övertygelse om vikten av att agera på de orättvisor som finns i samhället.

Att se de här sociala strukturerna i samhället och liksom agera på det och tro på dem som berättar saker för en. Att gå in med en öppenhet och inte vara stängd. Bara för att jag inte har upplevt en sak så betyder det ju inte att det inte är så och att se att det finns många saker som händer runt omkring som inte händer mig. (G)

D förklarar att hen uppfattat att bokens handling ger exempel på otillräckligheten i samtalet och det psykiska stödet från yrkesverksamma: "jag tänker att det han beskriver, att han [författaren] är väldigt fysisk när han beskriver sin relation med den här killen". D problematiserar det psykiska stödet som yrkesverksamma som arbetar med människor ger, och uttrycker att mötet med människor behöver utgå från en helhet. Hen berättar att hen tror att pappersarbetet är otillräckligt för förändring och hen tror att en annan form av yrkesagerande krävs för förändring.

I boksamtalen och i informanternas reflektioner gick det att se att den sociala läsningen skapade reflektion kring den egna positionen och framtida agerande i arbetslivet. Utifrån hur jag förstår Bolers (1997) *läsning av vittnesmål* ser jag en förflyttning vidare från *passiv empati*, och att flera av informanterna och studenterna i observationerna visar på en förståelse för den maktposition som deras framtida yrkesroll kommer att innebära och att det får konsekvenser som kräver ett medvetet agerande och reflekterande.

Lärosätesbiblioteken och bibliotekarierna

Studenternas användning av lärosätesbiblioteket

Samtliga informanter beskriver sig själva som flitiga användare av biblioteket och pratar om biblioteket i positiva ordalag. Främst lyfter informanterna funktionen att låna böcker och att lärosätesbiblioteket erbjuder en bra studiemiljö; de använder sig alltså både av platsen och av bibliotekets medier. Lärosätesbiblioteket beskrivs även som en plats där studenterna kan få hjälp i sina studier eller digital hjälp. Två studenter, I och H, berättar att lärosätesbiblioteket erbjuder stöd i informationssökning inför uppsatsskrivning. F berättar att hen upplevde att bokcirkeln var en aktivitet som skiljde sig från vad hen annars uppfattade som biblioteket: "det var visserligen på biblioteket och organiserat av biblioteket men det var ju liksom inte i biblioteksmiljön konkret så som när man studerar på biblioteket. Eller letar böcker på ett bibliotek" (F).

Att bokcirkeln hölls på biblioteket beskriver samtliga informanter som naturligt och flera ställde motfrågan om var den annars skulle ha varit. E och G berättar att eftersom bokcirkeln hölls i bibliotekets lokal tillsammans med en bibliotekarie fick de känslan av att vara med i en riktig, seriös bokcirkel. A berättar att "jag skärper till mig lite mer på en sådan här plats". A berättar även att bokcirkeln lett till att hen fått en bredare bild av lärosätesbiblioteket. Hen har gått från att se lärosätesbiblioteket som en plats där det främst ska vara tyst, till att betrakta det som en plats där hen kan få ett utbyte av andra människor och ha givande samtal. Medverkan i bokcirkeln har lett till att A kan acceptera att andra sitter och pratar på biblioteket. Det stök som hen tidigare störts av beskriver hen med andra ögon eftersom hen upplevt samtalens värde.

Bibliotekariernas roll i bokcirkeln

På det förberedande mötet med de bibliotekarierna som ledde cirkeldiskussionerna fick bibliotekarierna med sig ett batteri med diskussionsfrågor. Frågorna fokuserade på bokens innehåll i förhållande till samhället och studenternas framtida yrke (observation 2). Genom att bibliotekarierna sedan ställde den här typen av frågor (observation 3; observation 4) styrde bibliotekarierna samtalen bort från litteraturvetenskapens fokus på litteraturanlys och den enskilda läsningen (Persson, 2015).

Flera av informanterna berättar att de uppskattade att bibliotekarierna tog ansvar för träffarna och kunde "fördjupa samtalet" (G). I de bokcirkelträffar jag observerade upplevde jag att bibliotekarien uppmuntrade och speglade vad som sagts och när samtalet stannat upp så flikade bibliotekarien in en fråga som satte i gång samtalet igen. Det här beskrivs även av A i intervjuerna: "bibliotekarien var väldigt bra på att snappa upp vad någon hade sagt och sen när samtalet höll på att ebba ut lite så kunde hon knyta an till något som någon sagt tidigare" (A). Bibliotekarien startade även mötena och höll i formen för träffarna och höll koll på tiden (observation 3; observation 4). Att det fanns en bibliotekarie med på träffarna betydde enligt D och G att de kunde slappna av, då de visste att någon tog ansvar för gruppen och att de själva inte behövde göra det. G beskriver att hen upplevde samtalen som fria och att det underlättade att hen visste ramarna; bokcirkeldeltagarna fick fritt lyfta vad de ville och bibliotekarien ställde några frågor.

Informanterna beskriver att de inte haft särskilt mycket kontakt med bibliotekarierna innan de deltog i bokcirkeln. De uttrycker att de hade en bild av bibliotekarien som någon som kan mycket om böcker och har ett stort litteraturintresse: "jag har alltid sett bibliotekarier, som aah, dom har koll på litteratur och sånt" (A). F förklarar att hen tänkte att bibliotekarien "gav lite djupare litteratursyn". C berättar att hen förväntade sig att bibliotekarien skulle bidra med "givande reflektioner och analyser och nya perspektiv" eftersom bibliotekarien har "en relativt lång utbildning men med ett helt annat fokus än som min utbildning [...] större intresse för litteratur och ett par glasögon som jag inte har tillgång till som jag gärna hade fått inblick i" (C).

Diskussion

Den sociala läsningen

Artikeln bygger på en kvalitativ studie där läsförmedling som skapar möten över utbildningsgränser vid lärosätesbibliotek undersöks. Genom att fokusera på den sociala läsningen förflyttas fokus från att enbart se det som studenterna tar med sig enskilt från läsningen till att bredare studera vilka funktioner bokcirkeln fyller för dem. Det skapar förutsättningar att besvara studiens första forskningsfråga: *Vilka funktioner fyller en ämnes- och professionsöverskridande bokcirkel på ett lärosätesbibliotek för medverkande studenter?*

Informanterna ger uttryck för en bredd av upplevelser och erfarenheter från att ha deltagit i en ämnesöverskridande bokcirkel arrangerad på ett lärosätesbibliotek: Bokcirkeln har skapat motivation att läsa för dem som annars inte läser skönlitteratur utanför sin utbildning i särskilt hög utsträckning. Flera studenter beskriver att de samtalat om boken även utanför bokcirkelmötena. Begrepp som berörts i utbildningen beskrivs av en informant efter läsningen av *Blir du ledsen om jag dör?* som lättare att förstå. En funktion för nästan samtliga informanter är att de fått upp ögonen för social läsning och de uttrycker att de vill delta i bokcirkelsammanhang igen. Mötet med andra studenter ger deltagarna möjlighet att reflektera över sig själva som studenter och vad de tagit med sig från utbildningen.

Resultatet i studien stämmer till stor del överens med tidigare forskning som rör social läsning i form av bokcirkel i allmänhet och den forskning som finns om bokcirkel och skönlitterär läsning i en lärosätesbibliotekskontext i synnerhet. Kilham och Griffiths (2017, s. 46) beskriver att samtalen i deras

material ofta startar i en fråga från bibliotekarien som övergår i att deltagare lyfter personliga och professionella reflektioner kopplade till bokens teman. Det skedde även i professionsbokcirkeln. Det personliga fick ta plats, vilket enligt Bernhardsson och Törnqvist (2022, s. 283) hör till ovanligheterna i akademien, men vilket även sker i deras observationer. Professionsbokcirkeln bjöd in till reflektion över relationella aspekter av framtida yrken, vilket också Shared Reading-metoden, som ju likaså den är ett exempel på en social läspraktik, visat sig göra (Bernhardsson & Törnqvist, 2022, s. 258). Studenterna beskriver att deltagandet i bokcirkeln gav dem fler upplevelser och en fördjupad förståelse av den lästa boken, vilket ligger i linje med tidigare forskning om social läsning (Álvarez-Álvarez, 2016; Bergman, 2018).

Studenterna uttryckte att de saknat det tvärprofessionella mötet som uppstod genom professionsbokcirkeln i den undervisning som utgår direkt från utbildningarnas utbildningsplaner. De beskriver att de upplevde dessa möten som en givande del av att delta i bokcirkeln, vilket även tidigare forskning om tvärprofessionella bokcirkelar på lärosätesbibliotek visat (Haley m. fl., 2019).

Tidigare studier om läsfrämjande arbete och bokcirkelar på lärosätesbibliotek argumenterar för att deltagande i en bokcirkel kan skapa tillfälle för studenterna att utveckla förmågor kopplade till social rättvisa (Bull & Jacobsen Kiciman, 2019; Dewan, 2013; Mansoor m. fl., 2023). Det är svårt att säga om deltagare i professionsbokcirkeln utvecklat dessa förmågor. Studenterna reflekterar utifrån bokens handling över sig själva, sin framtida roll i samhället och vilken typ av agerande som krävs för att motverka de sociala orättvisor som diskuteras i boken och under boksamtalen. Bokcirkeln bjuder alltså in till *läsning av vittnesmål* (Boler, 1997) vilket enligt Boler möjliggör en förflyttning från *passiv empati* till *empatis semiotik*. I studenternas beskrivningar av agerande i framtida arbetsliv går det även att utläsa en utvecklad antirasistisk medvetenhet vilket likaså är resultatet i Davis (2008, s. 179) studie.

Vilka studenter som väljer att delta och studentsammansättningen får betydelse för vilka reflektioner som blir möjliga. Lärosätesbibliotekets beslut att välja en verklighetsbaserad bok med lokal anknytning som bjuder in till kritisk reflektion har med största sannolikhet påverkat diskussionerna och därmed vilken roll bokcirkeln spelar för studenterna. Att bokcirkeln består av studenter som valt att i framtiden arbeta med människor som ofta befinner sig i utsatta situationer, i kombination med bibliotekariernas frågor som bjöd in till diskussioner om bokens innehåll i förhållande till samhället och studenternas framtida yrke, kan ha påverkat resultatet. Valet av bok kan även ha påverkat vilka studenter som väljer att delta. Hur lärosätesbiblioteket utformar sitt läsfrämjande arbete spelar därmed en roll för vilka funktioner som de medverkande studenterna uttrycker att bokcirkeln fyller.

Som tidigare nämnts hade informanterna vid intervju tillfället inte deltagit i bokcirkeln avslutande författarsamtal. Att en del av helhetskonceptet av att delta i just professionsbokcirkeln saknas påverkar möjligen studiens resultat. Jag anser dock att studien ändå bidrar till forskning om universitetsstudenters upplevelser av att delta i en lärosätesarrangerad bokcirkel, med det klassiska upplägget där boken först läses enskilt och sen diskuteras gemensamt i grupp. Att inkludera även betydelsen av författarsamtalet och mötet med författaren för social läsning i en lärosätesbiblioteks-kontext vore ett vidare tema för forskning inom området.

Lärosätesbiblioteket som infrastruktur för läsning, samtal och möten

Informanterna berättar att de redan använder bibliotekets resurser. Bokcirkeln lockar alltså inte nya användare till biblioteket. Det här överensstämmer med vad som framkommer i Bull och Jacobsen Kicimans (2021) intervjuer med deltagare i en bokcirkel på ett lärosätesbibliotek. Informanterna beskriver att de innan deltagandet i bokcirkeln främst nyttjat bibliotekets studieplatser och lånat

kurslitteratur. De beskriver att de uppskattat den akademiska gemenskapen som lärosätesbiblioteket erbjuder.

Vilken ny roll får lärosätesbiblioteket för studenterna som deltar i bokcirkeln?

Att lärosätesbiblioteket arrangerar bokcirkel är i sig nytt för informanterna. Bokcirkeln skapar möten med skönlitteratur och genom det möten med andra studenter i de samtal som följer på läsningen. Lärosätesbibliotekets och bibliotekariernas roll är att se till att dessa möten kommer till stånd, såväl med boken och som med de andra studenterna. En informant berättar att hans bild av biblioteket som en plats för tyst läsning på egen hand förändrats efter att ha deltagit i bokcirkeln. Han ser nu biblioteket som en plats för givande samtal. Liknande resultat visas även i Fajardos (2010) artikel om bokcirkel på lärosätesbibliotek. Där pekar hon på att bokcirkel kan medverka till att förändra uppfattningen hos deltagare om biblioteket som en plats där man hyschar på varandra, till att i stället bli en plats för gemenskap och där litteratur diskuteras. Den nya roll som lärosätesbiblioteket får beskrivs av flera informanter som mer direkt social. Bokcirkeln visar ett exempel på att det går att överbygga de svårigheter som Gayton (2008) menar kan uppstå i balansen mellan lärosätesbibliotekets gemensamma och sociala funktion.

Lärosätesbiblioteket skapar en bokcirkel som för studenterna fyller funktioner som de uttrycker att de saknat i sina utbildningsplansstyrda utbildningar. Bokcirkeln gör att informanterna läser en bok de beskriver som ärlig och inte lika inlindad som kurslitteraturen. Bokcirkeln fungerar även som en mötesplats för studenter som annars inte har en naturlig mötesplats. Bokcirkeln fyller olika funktioner beroende på hur långt in i utbildningarna studenterna är. Två studenter, som är i början av sin utbildning, beskriver att de upplevde nervositet inför att delta i bokcirkelträffarna. Gemensamt för båda är att nervositeten släppt under träffarna och att deltagandet i bokcirkeln bidragit till upplevelsen av att vara tillräcklig för att delta i den akademiska miljön. Analysen av studenternas upplevelser visar hur lärosätesbiblioteket genom bokcirkeln skapar en välkomnande, inkluderande miljö, vilket även visats i tidigare forskning (Kilham & Griffiths, 2017, s. 46). Undersökningen har visat att bokcirkeln skapar sammanhang för möten och trygghet, vilket i sin tur synliggör lärosätets roll som social infrastruktur i Klinenbergs (2018) mening.

Bokcirkeln skapar tillfälle att möta lärosätesbibliotekets bibliotekarier på ett, för informanterna, nytt sätt. Bibliotekarierna är relativt frånvarande i informanternas beskrivningar av sin tidigare användning av biblioteket. Bibliotekarierna leder boksamtalen och de flesta informanter upplever deras medverkan som att den fördjupar samtalen och skapar en form på bokcirkelmötena som gör att de själva kan känna sig avslappnade.

Slutsatser

I artikeln analyseras ett fall av läsfrämjande verksamhet på ett lärosätesbibliotek och studien presenterar den typ av forskning som Camargo-Rojas (2024) efterlyser för att utveckla arbetet med läsfrämjande på lärosätesbibliotek. Det blir tydligt att lärosätesbiblioteket kan vara en del i arbetet med att fokusera på utbildningarna som helhet (Camargo-Rojas, 2024). Det perspektivet konkretiseras i studiens resultat. I studien ligger inte fokus på utbildningarnas lärandemål utan på studenternas upplevelser och hur läsfrämjande arbete på lärosätesbibliotek kan fungera som ett komplement till deras utbildningar.

Att generalisera utifrån observationer av endast en bokcirkel och ett relativt litet urval av informanter är riskfyllt. Det som kan sägas är dock att studiens resultat tyder på att den sociala läsningen inom professionsbokcirkeln skapar tillfällen för studenterna att läsa och reflektera över social läsning, sin utbildning, samhället och sitt agerande i ett framtida yrke. Det teoretiska perspektivet *läsningens sociala infrastruktur* (Long, 2003) synliggör professionsbokcirkeln som en del i den sociala

infrastruktur som skapar läsning och läsare. Den av lärosätesbiblioteket valda boken bjuder in till *läsning av vittnesmål* (Boler, 1997). Boler (1997) problematisering av empatiutveckling genom skönlitterär läsning visar hur bokcirkeln och bibliotekariernas agerande kan hjälpa studenterna att reflektera över sin position i framtida arbetsliv. Det öppnar upp för studenternas självreflektion, som enligt Boler (1997) förflyttar läsaren vidare från *passiv empati* till en djupare förståelse, *empatins semiotik*.

Den nya roll som lärosätesbiblioteket får för studenterna visar på den sociala funktion som lärosätesbiblioteket kan fylla. Studenterna går från att använda lärosätesbiblioteket främst för kurslitteratur och studiero till att ta del av, och uppskatta, det sociala mötet genom lärosätesbiblioteket.

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Bilaga 1

Intervjuer:

2024-03-08, Tid: 49 minuter

2024-03-08, Tid: 34 minuter

2024-03-11, Tid: 24 minuter

2024-03-11, Tid: 29 minuter

2024-03-13, Tid: 48 minuter (Videokonferens)

2024-03-13, Tid: 26 minuter (Videokonferens)

2024-03-14, Tid: 40 minuter

2024-03-14, Tid: 37 minuter

2024-03-15, Tid: 22 minuter (Videokonferens)

Observationer:

Observation 1, –Datum: 2024-02-01, Fältanteckningar

Observation 2, Datum: 2024-02-06, Fältanteckningar

Observation 3, Datum 2024-02-16, Fältanteckningar

Observation 4, Datum 2024-03-07, Fältanteckningar

Dokument:

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The academic language café

Supporting learning and integration for immigrant-origin students in university libraries

Abstract

This study investigates how academic libraries, librarians, and faculty support the educational experiences and social integration of immigrant-origin students (N2-students) through the Academic Language Café (ASK) program at the University of South-Eastern Norway. Using a conceptual lens rooted in information grounds theory, the research employed mixed methods, including semi-structured interviews with ASK coordinators, observations, and surveys targeting N2-students participating in the service. The Academic Language Café has two primary goals: to help N2-students develop Norwegian language skills and professional jargon, and to enhance the teaching competencies of faculty and librarians for this student group. Findings suggest that students perceive ASK as a supportive environment for both learning and socializing, with information exchange focused on academic writing, exam preparation, and information literacy. N2-students benefit from interactions with coordinators and peers, gaining insights into university resources and strategies to overcome challenges related to internships and studies. However, a gap exists between students' expectations and their actual experiences, particularly in conversational practice, which some feel is underemphasised. The service has increasingly prioritised assignment support, sometimes at the expense of broader academic discussions. Additionally, through interactions with N2-students, librarians and teaching staff gain valuable insights into diverse cultural, ethnic, and religious backgrounds, enriching their cultural awareness and improving their understanding of the unique challenges faced by immigrant-origin students. Overall, the program effectively supports students' social, academic, and professional integration while also enhancing the teaching competencies of coordinators.

Keywords: language cafés, university libraries, immigrant-origin students, nursing, integration, social capital, information grounds

Introduction

Studies show that immigrant-origin university students (referred to as N2-students), who migrated to Norway or whose parents did, are more likely to have reduced language proficiency compared to their peers raised in Norway by Norwegian-speaking parents. This has been particularly evident in bachelor programs such as nursing, radiography, and optometry, where the need has been highlighted for more targeted support for these students as they struggle with Norwegian language barriers and require additional guidance from both faculty and library staff (Frisnes et al., 2020; Muñoz Llorca et al., 2023; Sverre et al., 2020). Research also shows the importance of supporting these students to improve retention rates, which are crucial in fields like nursing since there is a pressing need for more health professionals in Norwegian society (Dolonen & Reppen, 2022; Småland Goth et al., 2015).

Accordingly, academic libraries increasingly aim to offer programs that support N2-students' academic and professional achievements, as well as their integration into local communities. One such program addressing the linguistic challenges faced by nursing students specifically, is the Academic Language Café (Akademisk Språkkafé, also known as ASK), an ongoing two-hour library service organised every Wednesday afternoon at the University of South-Eastern Norway (USN). ASK emerged in 2017 from a collaboration among the university library, the Department of Nursing and Health Sciences at USN's campus in Drammen, the Faculty of Health and Social Sciences, and external researchers specializing in multicultural pedagogy. The Academic Language Café has two main goals: first, to provide learning activities for N2-students to develop their Norwegian language skills and professional jargon; second, to enhance the teaching competencies of faculty and librarians regarding this student group (Frisnes et al., 2020; Sverre et al., 2019).

Language cafés and similar programs are a commonly offered service in Nordic public libraries. Research highlights the programs' ability to facilitate immigrants' language learning and support their social, economic, and political integration by serving as information grounds where information is exchanged and, ultimately, knowledge shared between attendees (Johnston, 2016; Johnston, 2018; Pettigrew, 1999). However, there is limited research on language cafes in academic libraries and how they can support students' learning and integration. Therefore, this study explores what motivates N2-nursing students to attend the Academic Language Café, its potential role as an information ground, the benefits it provides to both participants and coordinators, and ultimately how these benefits support integration.

Background and context

Requirements and Challenges for N2-Students in Norwegian Nursing Education

The Norwegian government's framework for nursing studies, known as *Rammeplan for sykepleierutdanning*, delineates essential competencies for nursing graduates, with a focus on three key requirements particularly pertinent to N2-nursing students. These include the imperative for nurses to engage with and apply research articles from both Norwegian and international sources within the nursing field. Additionally, graduates are expected to possess knowledge encompassing health and social issues, along with a comprehensive understanding of the operations of the Norwegian welfare state. Lastly, the framework underscores the importance of effective communication skills in assisting patients and their families with health-related concerns (Kunnskapsdepartementet, 2008).

Central to these requirements is proficiency in Norwegian language usage, both in written and oral communication, as well as an understanding of sociocultural issues and governmental operations specific to Norway. However, studies indicate that N2-students often struggle with these aspects of Norwegian language proficiency. Research highlights that insufficient language skills and a limited vocabulary hinder N2-students' ability to produce academic texts, comprehend research, and

communicate effectively with colleagues and patients, potentially leading to significant implications for patient care (Frisnes et al., 2020; Jonsmoen & Greek, 2017; Nayda & Rankin, 2008; Nordsteien, 2017).

Additionally, another study revealed that when N2-nursing students lack proficiency in Norwegian language skills, it can lead supervisors and nurses at the workplace to underestimate their practical skills or theoretical background due to difficulties in expression. This underestimation may be more pronounced in environments with lower workplace safety and tolerance levels. However, in more supportive workplaces characterized by high levels of tolerance, the impact of their language limitations on colleagues' perceptions may be less severe (Jonsmoen, 2015).

Language Proficiency Challenges for Nursing Students

Essential language skills range from academic writing and the use of professional jargon to fluent spoken communication with both patients and colleagues (Jonsmoen & Greek, 2017). Despite the importance of these skills, students across the board, including native speakers, struggle with academic writing, and faculty often lack the resources to provide adequate instruction (Arntzen & Eriksen, 2019; Hambro et al., 2019; Jonsmoen, 2021; Jonsmoen & Greek, 2017). Particularly pertinent to N2-students, nursing students must attain an advanced intermediate proficiency level in Norwegian prior to commencing their studies. However, studies suggest that this proficiency level does not ensure competence in all situations (Jonsmoen, 2015; Muñoz Llort et al., 2023). Alarmingly, Jonsmoen & Greek (2017) indicate that a significant number of N2-students lack the necessary Norwegian language skills to successfully complete and pass their courses.

To address these challenges, academic writing courses offered by either academic writing centres or university libraries can teach students to articulate and argue their points effectively (Hambro et al., 2019; Jonsmoen & Greek, 2017; Muñoz Llort et al., 2023). Participation, however, requires time that N2-students might not have due to family responsibilities, internships, or additional study hours needed to understand their course material (Frisnes et al., 2020; Jonsmoen, 2021; Lundestad, 2015).

Adapting to Academic and Societal Norms in Norwegian Higher Education

Apart from academic writing skills, N2-students' spoken Norwegian skills are also vital for their social inclusion at the university and in the workplace (Smith et al., 2022). A lack of academic and social integration can diminish the quality of the students' learning environments and their contributions to them. This is especially noticeable in assignments where N2-students are mixed with native students, and partially excluded due to language barriers (Jonsmoen, 2015; Småland Goth et al., 2015).

Immigrant-origin students face significant obstacles in Norwegian higher education, including adapting to new cultural and academic settings. For example, they must adjust to Norwegian academic norms like informal student-lecturer relationships and expectations of critical thinking, which can be challenging for those from more hierarchical educational systems (Arntzen & Eriksen, 2019; Frisnes et al., 2020). These challenges, coupled with the necessity for advanced proficiency in Norwegian, complicate both their academic and social integration (Arntzen & Eriksen, 2019). However, despite these challenges, research shows that the presence of N2-students introduces intercultural skills beneficial for both them and native Norwegian students, particularly in diverse settings like healthcare, where understanding and communicating in a patient's native language can help patients feel safe (Arntzen & Eriksen, 2019; Jonsmoen, 2021; Småland Goth et al., 2015).

Previous Research

The role of the university library and its librarians

University libraries have been adapting themselves to serve as a social arena and dynamic meeting place, offering both a comfortable open study space with sofas or silent rooms for study groups, as well as events such as debates and presentations where patrons are encouraged to engage in conversation (Grønlund & Ringnes, 2017; Landøy & Akselberg, 2019). University librarians also increasingly involve themselves in the students' and faculty's research process, assist their patrons with data management, and offer instruction in information literacy. This indicates a shift toward a more educational role for academic librarians, where they adopt a (post-)constructivist approach to teaching that encourages patrons to discover solutions independently rather than receiving all the answers directly from the librarian (Delaney & Bates, 2015; Hicks & Lloyd, 2022; Landøy & Akselberg, 2019).

Language cafés and conversation-based programming

Norwegian public libraries have expanded their services for immigrants, focusing on conversation-based programming such as language cafés, which allow immigrants to enhance their Norwegian language skills in an informal and relaxed setting alongside native speakers and other language learners. These programs, varying in location from libraries to cultural centres, are meant to complement formal language education by promoting conversational skills and introducing participants to local customs and societal norms, thereby aiding in their social and political integration through information sharing (Johnston, 2016; Johnston, 2019; Johnston & Audunson, 2019; Salinas et al., 2019). Research indicates that such services can increase immigrants' trust in the library as a welcoming and supportive space, while also facilitating social connections, increasing the participants' social capital and easing their transitions into their new community (Johnston & Audunson, 2019; Fischer et al., 2004; Grossman et al., 2022; Letnes, 2015; Vårheim, 2009; 2014; Vårheim et al., 2019).

Furthermore, these language cafés provide the opportunity for actual spoken interaction, a common shortfall in language education. Studies from Canada and Sweden highlight the benefits of social engagement and cultural exchange for language learning and mutual understanding between immigrants and locals, showing the importance of a welcoming and supportive space for these interactions (Jansson & Kunitz, 2020; Johnston, 2018; 2019; Van Gilst, 2010). In addition, by giving immigrants the opportunity to voice their opinions and engage in conversation, and thereby practise their language skills and increase their knowledge on Norwegian customs, it can assist their integration through sharing information with other attendees (Johnston & Audunson, 2019). This framework of support and inclusion is central to the Academic Language Café at USN, as it aims to enrich immigrant-origin students' learning environment and thereby help facilitate their integration (Sverre et al., 2022).

Researching ASK holds promise for addressing the challenges faced by N2-students in acquiring proficiency in Norwegian. Insights gained from ASK's approach to promoting oral academic language use, in collaboration with academic writing centres, could offer needed insights for tailoring solutions to enhance language learning experiences for these students. Moreover, research into ASK's impact on cross-cultural understanding and demographic bridging can inform broader educational strategies aimed at fostering inclusive learning environments. Ultimately, by investigating ASK comprehensively, practical knowledge can be gained that supports educational institutions in effectively raising linguistic and academic development among diverse student populations.

Theoretical and Conceptual Framework

To understand how the ASK program can support N2-students academically, professionally, and socially, this study uses the concepts of integration, social capital, and information grounds. This framework views integration as a social process interconnected with the formation of social capital, which is facilitated by the information exchange that occurs in information grounds. Similar frameworks have been employed to examine how language cafés and other conversation-based programs in public libraries support integration processes (Johnston 2016). This study aims to test the applicability of this framework to the understanding how conversation-based programming supports integration in academic libraries.

Integration: Exploring the Social, Cultural, and Economic Dimensions

Integration can be understood as a multidimensional social process in which cultural diversity is embraced within a multicultural society (Berry, 1997; Døving, 2009). It spans various aspects of life, including social, cultural, economic, and political dimensions, and allows immigrants to engage fully while preserving their own identity (Valtonen, 2008). Integration in one area, such as a professional setting, does not automatically extend to other areas, such as social integration (Døving, 2009; Temple, 2010). Successful integration requires mutual accommodation, where all groups recognize and respect each other's right to cultural distinctiveness, enabling ethnic groups to maintain their unique identities while participating as equals in the broader society (Berry, 1997; Eriksen, 2012).

Norwegian policies advocate for integration over assimilation, emphasizing shared values such as democracy, human rights, freedom of speech, equality, and the rule of law (Døving, 2009; Hilt, 2020). However, there has been a strong emphasis on education and professional integration to ensure economic stability for immigrants (Døving, 2009).

Expanding Social Networks and Accessing Resources through Bridging Social Capital

To fully understand how the ASK program facilitates integration, it is crucial to examine how social capital functions within this process. Social capital refers to the ability of individuals to secure benefits and solve problems through their involvement in social networks. It encompasses three main aspects: the interconnected relationships between individuals and groups (social ties), the levels of trust within these relationships, and the monetary and non-monetary resources or advantages gained and shared through these connections (Bourdieu, 1986; Poteyeva, 2024; Putnam, 1995). Notably, Bourdieu (1986) proposed that the amount of social capital available is influenced by both the size of one's network and the resources possessed by its members.

Social capital can be divided into two main types: bonding and bridging. Bonding social capital involves relationships within close-knit groups, characterized by strong ties and mutual support, while bridging social capital encompasses connections across diverse social groups. Enhancing one's social capital often involves leveraging weaker ties – connections beyond one's immediate circle of close friends and family. Research suggests that these weaker ties can provide access to valuable information and opportunities not available within an individual's stronger ties (Granovetter, 1973; Lin, 2002; Putnam, 1995). Consequently, bridging social capital appears to act as a social lubricant, facilitating advancement by broadening access to diverse resources (Widén-Wulff et al., 2008).

Information Grounds: Fostering Integration Through Weak Ties and Information Exchange

Building on research about weak ties and information exchange, Pettigrew (1999) defined information grounds as environments where people gather for a specific purpose, and from which the spontaneous and serendipitous sharing of information is a byproduct of their interactions. Fisher and Naumer (2006) expanded on this core premise by outlining seven criteria for identifying information grounds and the various benefits they may offer:

- Individuals gather for a purpose other than information sharing.
- Participants are diverse and play various roles in the sharing and dissemination of information.
- Social interaction is a key activity.
- Information exchange occurs both formally and informally among all participants.
- Information grounds can emerge anywhere and are not restricted to a specific space.
- The information shared can benefit participants cognitively, physically, affectively, and socially.
- Attendees bring different perspectives to the gathering, enriching the information exchange process.

Aim and research questions

Based on previous literature and the theoretical framework presented in this article, the overarching aim of study is to investigate how academic language cafes, using the ASK program and N2-nursing students as an example, can support immigrant-origin students. Firstly, the goal is to understand if and how the service motivates and benefits the nursing students' learning, integration, and professional development by enhancing their knowledge and linguistic competencies necessary for workforce participation and promoting social inclusivity. Secondly, this study will investigate whether interactions between ASK program attendees, coordinators, and volunteers expand the students' social networks and generate social capital, specifically through increased trust and access to knowledge and information relevant to their academic, professional, and/or social lives. ASK also appears to align closely with many of the criteria set by Fisher and Naumer (2006) to identify information grounds: individuals gather for reasons beyond information sharing, social interaction is central to the gathering, and participants are diverse with varied roles in information dissemination, thus contributing different perspectives. Therefore, the specific aim of this study is to determine the extent and relevance of information exchange in facilitating the integration process for N2-students, as well as to assess its impact on the teaching competencies of faculty and librarians for this student group. This will all be explored through the following research questions:

RQ1: What motivates N2-nursing students to attend the Academic Language Café?

RQ2: What are the benefits of participating in the Academic Language Café for both the N2-nursing students and coordinators?

RQ3: How might the learning environment and location of the Academic Language Café support the formation of an information ground?

The findings will be analysed to understand how the ASK service might serve as an information ground, what benefits it might provide, and how these benefits might support integration. These insights are important for deepening understanding and expanding the research base on conversation-based programming in academic libraries. They can also provide valuable guidance to other educational institutions considering the implementation of similar services.

Methods

The University of South-Eastern Norway was selected for this study as it appeared to be the only Norwegian university library offering an Academic Language Café during the research period in January – April 2023. Data collection began with observations to inform the development of subsequent methods. The study employed a mixed methods approach, integrating qualitative and quantitative data through interviews with coordinators – such as lecturers, academic librarians, and volunteers – and a survey that captured the perspectives of N2-nursing students and student assistants, who are also of foreign background. This approach allowed for a comprehensive exploration of how the academic library and its staff support the learning environment and

integration of N2-students through ASK. By combining observations, interviews, and surveys, the study utilized data triangulation to enhance the reliability and validity of its findings.

Observations

Data collection began with observations of two Academic Language Café sessions, each lasting two hours, conducted on different campuses. These sessions included a total of twenty immigrant-origin nursing students. However, coordinators noted that the number of attendees varied each week. The primary objective of the observations was to capture interactions and discussion topics without influencing the conversations. To achieve this, the researcher refrained from active participation, ensuring that attendees did not modify their topics to accommodate the researcher's presence – unless they directly asked questions about the research project.

Observations provided valuable insights for developing relevant survey and interview questions, supported by the use of an observation form (Appendix 1). Additionally, the observation phase served to introduce attendees to the study, address any concerns they might have, and build trust and familiarity. This approach helped facilitate the recruitment of participants for the subsequent survey. Observation notes were recorded during the sessions using the observation form. These notes focused on key aspects such as the nature of social interactions among attendees and the types of information exchanged. This method ensured that the observations aligned with the study's objectives, offering a comprehensive understanding of the service's impact and dynamics. Recording observations immediately also minimized the loss of important data.

Ethical considerations were addressed throughout the study to ensure the protection and respect of participants. Informational letters were distributed to provide clear details about the study's purpose, procedures, and measures taken to ensure anonymity. One of those measures was to not note down any names, only the number of participants, as the main goal was to gather data on the activities and information shared at the service, not the personal lives of the participants. Informed consent was obtained orally for this phase of the research. Despite potential biases arising from the researcher's position as a student assistant at USN's university library, concerted efforts were made to maintain objectivity and professional distance. This included implementing strategies to minimize any influence the researcher's personal experiences might have on the data collection and analysis, thereby upholding the integrity and impartiality of the research.

Mixed method survey

To gain a better understanding of students' motivations and experiences at the Academic Language Café, an anonymized online mixed methods survey (Appendix 2) was distributed among N2-students via the university's online platform. Respondent anonymity and consent were ensured by using nettskjema.no, a web-based survey tool, and by not requiring any of the students to write down either their name or email address.¹ An information letter at the beginning of the survey provided the email addresses of both researchers, allowing students to ask questions or request data retraction.

The survey was organized into five sections based on the theoretical and conceptual framework guiding the study and the initial observations. It featured a combination of closed and open-ended questions to capture both quantitative and qualitative data, as outlined by Braun et al. (2017) and Jacobsen (2022). The closed-ended questions facilitated a systematic analysis of trends and patterns, while the open-ended questions provided nuanced perspectives. These open-ended questions were

¹ Nettskjema (<https://nettskjema.no/>) offers various forms for gathering data, including questionnaires with and without sensitive data, signup forms for events, and audio recordings using the Nettskjema-Diktafon phone app.

not obligatory, so not all of the respondents have chosen to expand upon their quantitative answers. This methodology allowed for a comparison between insights gathered from library staff during interviews and students' perspectives, ensuring a thorough examination of the service's impact and effectiveness.

Despite the challenge of accurately identifying the respondent pool, as subscriptions to the service on the university's platform include both current and some non-current attendees, an estimated group of about thirty potential respondents was identified. Ultimately, eight students responded to the survey, providing data that could be triangulated with the other data collection methods.

Semi-structured interviews

Employing qualitative semi-structured interviews with nine coordinators of the Academic Language Café provided an in-depth examination of their experiences and approaches to the service. The group of coordinators are all native speakers and consists of an equal mix between lecturers from the nursing department, academic librarians, and volunteers. These interviews were guided by a structured interview guide (Appendix 3) that was developed based on the conceptual and theoretical framework of the study, as well as initial observations and relevant literature on librarians' professional roles (Johnston et al., 2022). This approach allowed for a detailed exploration of the coordinators' perspectives, offering valuable insights into their strategies, challenges, and contributions to the Academic Language Café.

All interviews were conducted online to increase convenience, and the recordings were done through the secure Nettskjema-app. Most interviewees had met with the interviewer before through the observations or interactions at the university library, and gave their consent to both participate and to record the session before the interview began. Interviews were transcribed verbatim, ensuring the anonymity of participants by using the term "coordinator" when quoting them, and excluding identifiable responses (Kvale, 2007). The transcripts, and English translations of quotes used in the article were reviewed for accuracy by the interviewees.

Data analysis

This article uses a convergent design for the data analysis, as the results from both the quantitative and the qualitative dataset will be compared (Creswell, 2022). Integrating both types of data permitted a presentation of the perspectives from students and ASK coordinators. Firstly, to manage the disparity in size between the two datasets, a descriptive quantitative analysis was employed. This method included both univariate and bivariate analysis, so relationships between data could be analysed. Drawing on literature by O'Dwyer & Bernauer (2014/2016), Jacobsen (2022), and Nardi (2018), the analysis was structured into four segments: student demographics and attendance, the learning environment, the social environment, and the experience of being an N2-student at ASK. Secondly, by employing thematic analysis as explained by Braun and Clarke (2006, 2019, 2022), recurring themes could be identified within the qualitative dataset. The analysis treated the data from surveys, interviews, and observations as a unified dataset, aligning with Braun and Clarke's six-step thematic analysis procedure (2022). These six steps include: reading the dataset and noting down initial observations; coding the data so it is aligned with the research questions; formulating an initial list of themes and codes; adjusting the themes where necessary; refining the themes and naming them; and eventually conducting the thematic analysis itself.

Limitations

This study has two key limitations. First, while the mixed method survey with N2-students allowed for some elaboration, it was limited in exploring quantitative responses in depth, and the focus on coordinators' perspectives may have restricted the number of student respondents. This has led to

more quotes from the coordinators. N2-students' viewpoints have either been quoted when they decided to fill out the qualitative parts of the survey or summarised based on the data and conversation topics written down in the observation form. Secondly, student assistants at ASK had the flexibility to participate in the survey either as N2-students seeking assistance or as assistants providing support, depending on their needs during the session. As program participants, they were invited to complete the survey and take part in the observations. However, their distinct roles within the program may have influenced their experiences and the benefits they derived. Any potential differences cannot be distinguished from the responses of other participants. This presents an area for future research.

Findings and Analysis

This section presents findings and preliminary analysis from observations, interviews with ASK coordinators, and student survey responses, addressing the research questions. It also includes insights on the library as a location for the ASK program and the challenges encountered.

Motivations for N2- nursing students to attend the Academic Language Café

The survey findings indicate that N2-students attend ASK with expectations of improving their day-to-day as well as their professional and academic Norwegian, along with acquiring practical skills such as writing academic texts, exam preparation, and information literacy, including how to refer to literature and source criticism (Figure 1). One student expanded upon this by expressing:

[At ASK] you can practise Norwegian and some of the lecturers can explain terms and themes you have questions on in a simpler way so we understand. I was someone that didn't dare to talk Norwegian out loud, [I] believed that I pronounced words wrongly, but after I started [attending] ASK I started to talk. There you have the opportunity to practise Norwegian and you can also learn to write academic Norwegian.

An ASK coordinator also emphasized the program's role in supporting students' development of conversational and academic Norwegian. They reflected:

I think that the thing most people appreciate most is speaking the language, because many of them don't speak Norwegian at home [...], they really only use Norwegian at school where they sit and listen to lectures and they say that 'I read concepts but I'm not using them.' So I think perhaps the biggest learning lies in that, that they can actually use professional terms vocally and [...] simply speak nursing in Norwegian. I think that is perhaps the most important thing, at least it is what they themselves say they struggle with the most.

The observations corroborate these findings. During both observation sessions, students mentioned they had gotten comments on sentence structure or a lack of nursing jargon on their papers and hoped they could receive help as they were struggling with their use of Academic Norwegian. The coordinators assisted them, either by having a look at sections of the students' papers and analysing them together with the group, or by having the N2-students explain certain nursing vocabulary to see if everyone understood the terms in the same way.

In addition to support for improving their professional and academic Norwegian, survey findings indicate that N2-students felt their broader expectations for the ASK program were largely met, particularly regarding personal advice, source criticism and use of the university library, help with writing academic texts, and information about internships (Figure 1). One student added that they could "easily share their ideas and experiences with others at ASK".

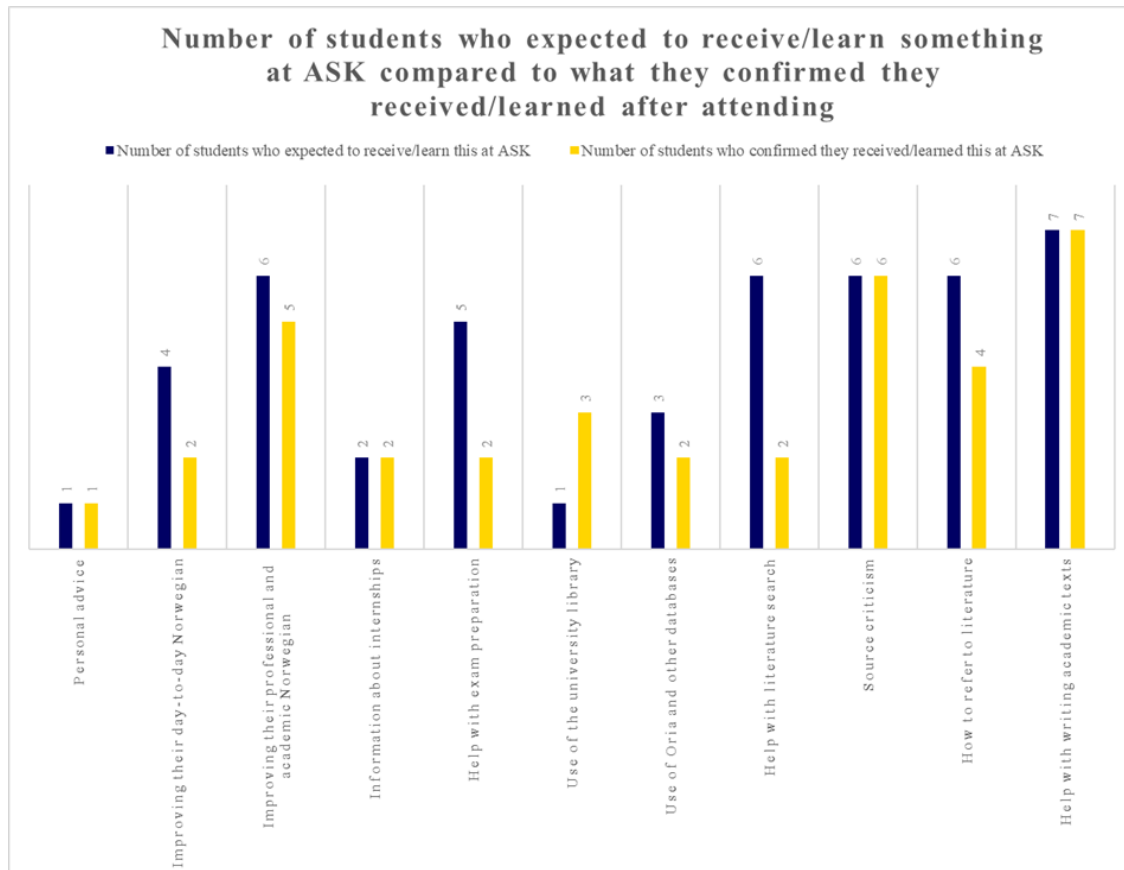


Figure 1. Number of students who expected to receive/learn something from ASK compared to what they confirmed they received/learned after attending the service.

During observations, it became clear that student assistants played a crucial role in alleviating N2-students' concerns about their studies, especially internships. For instance, one student assistant explained nursing theories that attendees had been struggling with, linking them to essential nursing techniques used in the workplace. The assistants also encouraged N2-students to familiarize themselves with these theories to better reassure patients and their families in the hospital. Coordinators highlighted the importance of clear communication to enhance patient safety, as nurses and doctors must write reports and share information effectively. One of the coordinators, corroborated the significance of student assistants:

I believe that the student assistants have maybe been the most important [for the learning environment], because they are good students, they are engaged, they are concerned with the same student group that we are concerned with and [...] they have first-hand knowledge about what it is like to be a nursing student, which I believe has meant a lot. [...] They have experiences which makes it easier to understand the students.

N2-students indicated that they value the presence of their peers and the spontaneous, informal nature of the café, as one student expressed:

What I like about the Academic Language Café is that you can come spontaneously and without needing to register that you will attend or that you need to say you are coming. I like it because we can discuss things together and find answers together. I think it's good when students from the

second and third year [bachelor studies] are there because it is easier to ask them about how [to do things] and tips and experiences.

Interestingly, a coordinator reflected on the motivations of students for participating in the program, emphasizing the importance of the café as a space for speaking Norwegian:

And some simply come and say “I come here to speak Norwegian”. And that [...] makes me quite happy. Firstly, they come because they experience the service as positive. [...] Secondly, they don’t have any concrete things they need help with, so maybe they experience that they’ve mastered that stage of their studies and that is very positive. And thirdly, they can often contribute academically by helping and guiding other students who may have come for more professional or academic content.

The survey findings also highlighted areas where the service fell short of the N2-students’ expectations. Their expectations regarding help with literature search, how to refer to literature, improving their professional and academic as well as their day-to-day Norwegian, help with exam preparation, and use of Oria, a library discovery search engine, and other databases were not fully met. This suggests that while students benefit from attending the service, particularly in learning more about using the library, as during the observation students were encouraged to use the library computers to find relevant literature and navigate the bookshelves, and receiving help with their academic texts, there remains a gap between their expectations of improving their language skills through ASK and what they actually learn.

Some students and coordinators expressed concern that conversational practice was not sufficiently emphasized despite the service being an academic language café. As one of the students mentioned in the survey:

Some of the other students just ask and talk without thinking about the others present. And sometimes the coordinators have difficulties in steering [the conversation].

One coordinator also noted a shift in focus from academic conversations to assignment assistance:

It has become very much the case that the students work with assignments and it’s the assignments they want help with. [...] I think it’s a bit of a shame that the structure has disappeared and there has been too little focus on conversations and practicing speaking Norwegian.

Language learning seems to be one of the main expectations and motivations for N2-nursing students to attend the service. The sentiments shared by both students and coordinators show that the focus on and importance of sufficient Norwegian language skills are important to ensure the students professional and educational integration.

Benefits of participating in the Academic Language Café for both the N2-nursing students and coordinators

The service appears to foster social connections and friendships. For instance, students were observed engaging in personal interactions, such as hugging and discussing private matters with each other and the coordinators. Furthermore, the majority of survey respondents indicated that ASK helped them form new friendships and provided a supportive platform for sharing personal experiences. For example, one student mentioned that the service allowed them to “ask questions and get to know other students.” Similarly, a coordinator noted witnessing friendships form through ASK, observing students who met at the service often walking and talking together in the library. Another coordinator highlighted that these connections extend beyond ASK, with students now

collaborating in groups outside of the service, stating that “they don’t sit on their own to work because they have gotten to know each other there and help each other outside of ASK as well.” These examples highlight the service’s potential as a meeting place that supports both academic collaboration and the sharing of personal experiences, fostering the development of social connections.

The positive impact of more advanced students, who also serve as student assistants, was also noted by coordinators, as mentioned earlier when referring to them having experienced the same difficulties the N2-students have. Social connections also appeared to form between students and ASK coordinators. Students were observed staying at the library after service hours to inquire about coordinators’ holidays and well-being. In addition, during the observation some coordinators made small talk with the students and started joking around when facing technical issues while failing to share a text on screen, referring to other humorous digital difficulties they faced in lectures during Covid. These social connections between the students themselves, as well as with the coordinators indicate the possible benefit of generating both bonding and bridging social capital.

ASK also seemed to provide a supportive space where students can share difficult personal experiences, such as encounters with everyday racism. During an observation of one of the services, a student mentioned experiencing everyday racism at their workplace to the other attendees. Other N2-students shared their own experiences and frustrations, and the coordinators listened empathetically. The student who initially shared their negative experience expressed gratitude for being able to tell their story and noted that the coordinators had always been very welcoming and open, indicating they felt that the environment at ASK allowed everyone to be themselves, regardless of their background.

Based on this observation, coordinators were asked in the interview if they felt ASK was a safe environment for the N2-students to talk together, as well as share thoughts, ideas and experiences. Coordinators mentioned they are committed to maintaining a supportive environment where students can express themselves without fear of judgment. One of the coordinators reflected on this commitment:

I feel that helping to create what I hope and believe is a safe space for the N2-students is the most important thing. It’s not just about participating in ASK, but also about being a familiar face in the library. When they recognize us, it might make it a little less intimidating to ask questions. Overall, we aim to lower the threshold and make it safe for them.

Some coordinators also shared their personal lives, including their families, cultures, and the challenges they faced as students. This sharing facilitated discussions on topics such as time management and balancing work, university, and family responsibilities. Many coordinators highlighted the importance of creating a space where students could connect with others facing similar challenges, with one of them stating:

Because you can feel very small, especially if you don’t know people from beforehand when you start studying. So, I believe that they like get a place to see that there are others who are as stressed and as frustrated, but also who are like as concerned of the same professional and academic things.

Additionally, sharing experiences seemed to benefit coordinators by helping them gain insights into diverse cultures and enhance their intercultural understanding. One of the coordinators commented that “it has simply been an enrichment” when referring to conversing with students who had a different cultural, ethnic, or religious background. They also reflected on the gratification of

witnessing moments of realization in students, which provides feedback on the effectiveness of their teaching methods and also fostering a deep sense of satisfaction from their students' progress. These findings exemplify how attendees bring diverse perspectives to the language café, facilitating both formal and informal information exchange through social interaction. This supports the potential of the service to function as an information ground, where the sharing of personal experiences and academic knowledge occurs naturally, fostering connections among participants.

The learning environment and location of the Academic Language Café

A Supportive Learning Environment

At ASK, coordinators intentionally avoided replicating the traditional classroom environment, which is often characterized by passive listening. Instead, they embraced sociocultural learning theories to create an atmosphere that fosters conversational engagement, a sense of support, and a welcoming environment – elements crucial for effective learning. A coordinator highlighted the significance of this more social learning environment in encouraging students to open up and engage in conversations. They observed that: “when they have a safe fellow student next to them, they are often very open, and the chatter flows easily.”

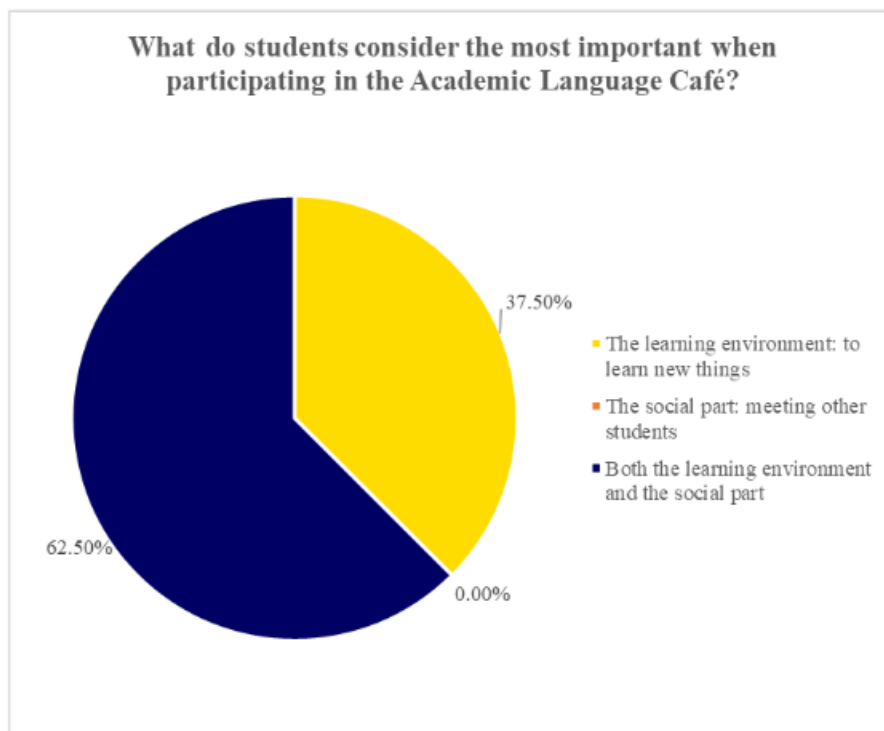


Figure 2. What do students consider to be most important when participating in the Academic Language Café.

When surveyed about what N2-students valued most when attending ASK, more than half indicated that both the learning environment and the social part of the service were the most important for them to participate in the service (Figure 2). The remaining students identified the learning environment as their primary reason for participating, with none stating that they attended solely for the social part and meeting other students. This suggests that while attendees are primarily motivated by the desire to learn, they also appreciate the opportunity to make new friends.

Library as a Location, Accessibility and Attendance

As the service is held across different campuses, with varying setups from open spaces in the university library to more secluded staff rooms, the location influences both the service's accessibility and the number of participants. In the survey, students generally indicated they preferred to attend at the library because it was more convenient due to its easy access after classes and the availability of academic resources and literature. The general atmosphere of the library and the service also seemed important to the students. One student mentioned, "It is easier to find the books you need; there is a good atmosphere, and it is very central." Another student appreciated the hospitality, saying, "I like that they bring coffee and that they are so nice."

All of the students who answered the survey and studied at a campus where the service was being held at the university library, answered in the survey that they liked that ASK was being held at the university library. During the observations, students often went to the shelves to find a book coordinators or fellow students had recommended, or to find a book that would assist them in understanding a concept better that was being explained at the service. The advantage of being able to learn together at ASK, was also represented in the survey as all students agreed that studying with and taking part in the service together with their fellow students helped them to learn new things. This could indicate the formation of bonding social capital, as well as a social and cognitive benefit to the information being shared at the language café, opening up the possibility for the service to be an information ground.

However, the choice between open and closed spaces at the library showed mixed reactions. Some students valued their privacy, especially when discussing sensitive topics, and preferred enclosed spaces to prevent outsiders from overhearing. Others appreciated the openness of the library, as it lowered barriers to participation and ensured a more relaxed and inclusive environment. For example, during one of the observations a student shared their stories freely with others at the table, and did not seem to mind that they were sitting in the library where others could hear them. Yet, during the other observation, one of the students asked the coordinators if it was alright to close the door while they were sitting in a group study room, because they did not want outsiders to overhear what they were talking about.

Despite efforts to accommodate students' schedules and learning needs, challenges such as time constraints and stress persist, leading to lower attendance at the Academic Language Café. For example, during the observations some N2-students noted difficulties balancing their studies with family responsibilities. A coordinator echoes this:

I think there are many of the N2-students who actually want to be there, but don't have the time. [...] We tend to have good attendance in autumn, especially at the start, and then they get caught up in all that they have to read and learn.

There have been proposals to integrate support services more directly into practical nursing training at the university, such as in simulation centres. This would provide an opportunity for or both native and N2-students to practice nursing terminology before starting their internships, promoting more inclusive practices.

Discussion

This study explored the motivations and experiences of N2-nursing students attending the Academic Language Café. Below, the results are discussed in relation to each research question.

RQ1: What motivates N2-nursing students to attend the Academic Language Café?

It appears that ASK offers a much needed learning environment for the N2-nursing students that addresses both their academic and social needs. The main motivation for the students seems to be to learn and improve their day-to-day and professional Norwegian, which is essential not only for their professional and academic integration, but also for successfully completing their studies, as highlighted by Jonsmoen and Greek (2017). Survey responses and observations indicate that students particularly value the opportunity to practice Norwegian in an academic yet informal setting, where they can discuss nursing, educational, and personal topics with both their peers and coordinators.

This focus on language skills and academic support directly aligns with the Norwegian government's framework for nursing studies, which requires nurses to comprehend and apply new research in the medical and nursing fields, as well as to communicate effectively with patients (Kunnskapsdepartementet, 2008). By providing an arena where students can practice Norwegian and enhance their research skills, ASK can be seen to not only meet the students' expectations but also contribute to fulfilling these governmental requirements.

ASK effectively supports both the professional and social integration of N2-students by fostering an inclusive environment where students can make personal connections through both bridging and bonding social capital. Evidence of this is seen in how N2-students share not only the challenges they face but also engage in light-hearted interactions with the program organizers, highlighting how bridging social capital allows attendees and coordinators to find commonalities and establish meaningful connections. Additionally, several students have expressed their appreciation for the spontaneity and welcoming atmosphere of the café, noting that it provides opportunities to collaborate, discuss various topics, and form new friendships. This, in turn, enhances their social capital and promotes greater integration within the academic community.

These findings are consistent with previous research on conversation-based programming in public libraries (Johnston, 2019; Johnston & Audunson, 2019; Salinas et al., 2019; Vårheim, 2009; 2014), which underscores the value of such initiatives in fostering both learning and social connections. Students at ASK not only benefit academically but also build social ties by engaging with more experienced peers and coordinators. This dual focus on academic support and social integration reflects ASK's comprehensive approach to addressing the diverse needs of N2-students, ultimately enhancing their overall university experience.

However, while ASK successfully meets many of the students' expectations, it appears that students desire an even greater focus on improving their Norwegian language skills and information literacy skills, as both are crucial for successfully completing their studies. This sentiment is echoed by coordinators, who wish to see students using professional terms more frequently but have observed that the service has increasingly shifted towards assisting with assignments rather than enhancing N2-students' Norwegian language proficiency. Additionally, students reported that the improvement in library-related skills, such as referencing, database use, and search strategies, fell short of their expectations when they first began attending the service.

Another challenge mentioned by both coordinators and N2-students is the difficulty of finding time to attend the service, given the need to balance work, family responsibilities, coursework, and participation in the Academic Language Café. This struggle with time management aligns with findings from Frisnes et al. (2020), Jonsmoen (2021), and Lundestad (2015), who note that N2-students often require additional time to complete their studies due to various factors. Although these time constraints lead to lower attendance, the Academic Language Café strives to counter this by making the service as open and accessible as possible.

RQ2: What are the benefits of participating in the Academic Language Café for both the N2-nursing students and coordinators?

On the one hand, the findings suggest that N2-nursing students' social integration is increased, and they are both motivated and encouraged to improve their Norwegian language skills. On the other hand, student assistants contribute their knowledge on topics and skills most relevant to the N2-students, such as nursing theories and their application in practice. In contrast, the coordinators bring their expertise in educational resources, assignments, and information literacy skills. In addition, they also gain an understanding of different cultures and enhance their knowledge of creating and maintaining supportive learning environments for N2-students. Accordingly, the findings suggest that student assistants develop their Norwegian language and mentoring skills, while coordinators benefit by observing the effectiveness of their teaching methods with N2-students and by enriching their knowledge of the social, cultural, and political backgrounds of the students participating in ASK. As a result, all groups benefit from their involvement in ASK in different ways, but they all have the possibility to generate bonding and bridging social capital through fostering social connections and friendships.

In addition to connecting with fellow students, many participants mentioned in observations and surveys that they felt comfortable being themselves at the service and sharing personal stories with everyone there, including the coordinators. This also reflects the creation of weak ties and an increase in their bridging social capital, aligning with findings from earlier studies on public libraries by Johnston (2019), Johnston and Audunson (2019), and Vårheim (2009; 2014). However, opinions vary regarding the structure of the Academic Language Café. Some students and coordinators feel that there is too little structure, while others believe that conversations should flow more freely to replicate a café atmosphere, complete with coffee and tea. Therefore, carefully considering the types of activities offered will be important, as they determine the level of structure within the program.

RQ3: How might the learning environment and location of the Academic Language Café support the formation of an information ground?

Throughout the research process and by taking a closer look at the N2-students' motivations and expectations, as well as possible benefits of attending the service, it became apparent that ASK could potentially be seen as an information ground, based on Fisher and Naumer's (2006) seven propositions. N2-students mainly attend the service to improve their Norwegian skills, but start to serendipitously share information, such as personal stories and their experiences and challenges as nursing students, with other attendees and coordinators. Conversation and social interaction are key, and both the N2-students and coordinators bring their different perspectives and experiences to the forefront, supporting the information exchange. By exchanging knowledge and information that benefits their learning and integration in both a formal and informal manner, the service is turned into a social gathering which facilitates both bridging and bonding social capital.

In addition, the Academic Language Café as an information ground can emerge anywhere, and is not necessarily confined to the university library, or one specific campus, when it comes to the physical environment. Students attend the service at different campuses, libraries, group and staff rooms, but by being positioned around a large table, facing one another while drinking coffee and eating snacks, information can be shared easily between participants. However, the findings indicated students preferred attending the service at the library, be it in a group room or in a more open environment, as it was more convenient for them to attend after class. Furthermore, N2-students mentioned that they enjoyed the atmosphere of the library and added it was easier to access books and other resources discussed at the service, which can be seen as an associated benefit of the location. In spite of this, it seems that no matter the physical space, the attendees are likely to benefit effectively,

socially, and cognitively from the service since they are able to make friends and increase their bonding social capital.

To illustrate further how the Academic Language Café can be seen as an information ground, Pettigrew's (1999) original model was modified below (Figure 3):

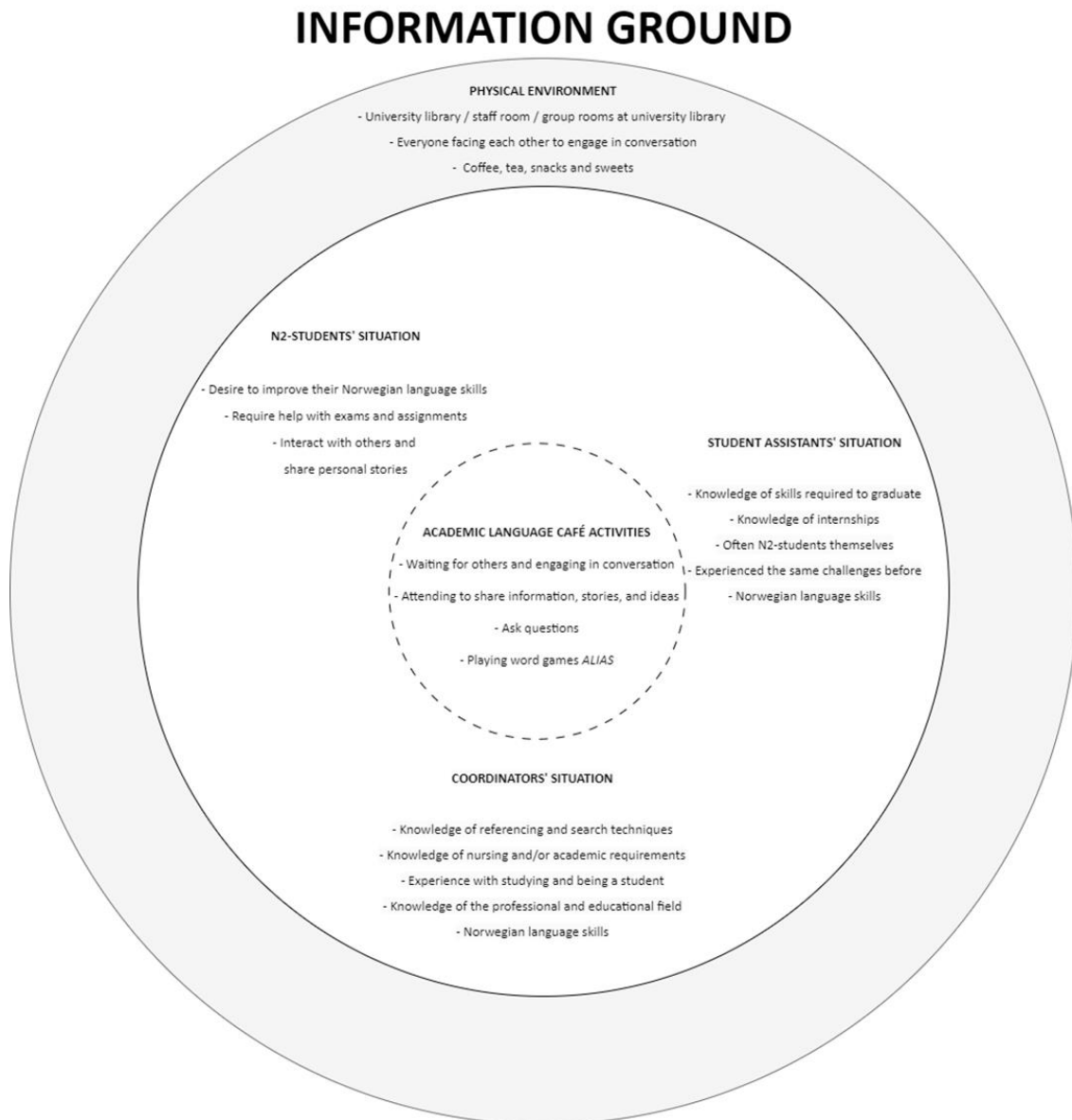


Figure 3. A model of ASK as an information ground, based on Pettigrew's (1999, p. 813) model of community clinics as information grounds, and Henriksen.

Conclusion and future research

The findings suggest that the academic library, its staff, faculty, and other coordinators have the potential to support N2- nursing students' academic and professional integration by supporting language proficiency and informal sharing of information through the service of the Academic

Language Café. Most students attend the language café because they want to improve their Norwegian language skills, but some also attend for the social atmosphere the service provides. Through conversations with both coordinators and peers, the students' social integration can therefore also be increased, though to a lesser degree. Nearly all students mentioned they had made friends at the service, and friendly interactions were observed between both attendees and coordinators, indicating a sense of trust and suggesting the benefit of a creation of bonding and bridging social capital as well as weak ties, much like conversation-based programming at for example public libraries (Johnston, 2019; Johnston & Audunson, 2019; Salinas et al., 2019). When applying Fisher and Naumer's (2006) seven criteria for identifying information grounds, with the data gathered, the service can also be seen as an information ground where alongside the main goal of improving their Norwegian language skills, N2-students shared and received information about internships, personal experiences, different cultural backgrounds, exam preparation, academic writing, and source criticism. However, as this research was based on N2-nursing students, it is difficult to determine if this is also the case for any other similar services organised. Therefore, future research could study different student groups and their perspectives. In addition, there were considerable gaps between what students expected to learn and what they actually learnt. A more extensive dataset with for example interviews with students and student-assistants could be included in future studies related to this topic. Lastly, the changing role of academic librarians, and how services like ASK are influenced by this, could be a subject for future research.

Acknowledgements

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Embedded librarianship and digital literacy instruction in academic libraries

A case-based study of the Copenhagen University Library

Abstract

Academic libraries have undertaken an important role in facilitating students' acquisition of digital literacy knowledge and skills, preparing students to navigate an increasingly complex information society. One approach to this is through embedded librarianship, which focuses on placing librarians in user contexts. This article presents the results of a case study on digital literacy instruction at the Copenhagen University Library. It examines library instructors' practice when teaching digital literacy courses, and to what degree this instruction takes the variety of students' different disciplinary backgrounds into account. This case study is comprised of four library courses, using both observational studies of these courses and interviews with the library instructors responsible.

In the article we adopt a sociocultural approach to digital literacy, seeing it as highly context-dependent, and we argue that library instructors should situate the acquisition of digital literacy knowledge and skills in students' specific disciplinary context. We find that digital literacy instruction at Copenhagen University library is mostly situated in a general academic library context and seldom focuses on students' actual disciplinary context. We term this approach to embedded librarianship, where students have increased access to library expertise and resources, but their disciplinary perspective is not prioritized, "practical embeddedness". Our findings suggest that academic libraries would benefit from pursuing an alternative approach, here termed "epistemological embeddedness", which prioritizes discipline-specific knowledge and approaches. This greater emphasis on epistemological embeddedness could ensure that students learn digital literacy approaches that can help them navigate the information-rich contexts they meet beyond their academic tenure.

Keywords: academic libraries, embedded librarianship, digital literacy instruction, sociocultural learning, case studies

Introduction

Academic libraries have pushed to expand students' digital literacy in many different contexts. This illustrates the importance of digital literacy education and shows that academic libraries stand at the forefront of developments in this field. For example, in the United States – where the news media and online political dialogue has recently largely been characterized by misinformation and polarization – academic libraries are uniquely situated to provide students guidance and education on fact checking (Addy, 2020). Likewise, academic libraries strive to keep up with the influx of new technology, e.g. by situating the role of artificial intelligence within academic contexts (Gasparini & Kautonen, 2022). These issues showcase the need to strengthen students' competencies in navigating increasingly complex information landscapes, and that academic libraries play a key role in this by facilitating students' acquisition of digital literacy knowledge and skills.

One way that academic libraries strengthen students' digital literacy is through embedded digital literacy instruction (Abrizah et al., 2016; Kesselman & Watstein, 2009). This term describes instruction provided by librarians as part of students' existing courses. This approach brings librarian expertise outside of the library itself, meeting students where they already are. However, in practice, embedded instruction is challenged by how contextual and disciplinary differences vary noticeably between learners from different contexts. Pieta Eklund (2022) found that disciplinary differences between researchers from different scientific fields manifested in different needs for library services. For instance, science, technology and medical researchers more frequently requested assistance with systematic information searching, which librarians attributed to the nature of these researchers' work, such as clinical trials requiring systematic searches. Although researchers' work is different from that of students, this example shows how disciplinary differences may result in different information needs. This is a challenge for university libraries who cater to students from a wide array of disciplinary backgrounds.

In the present study such contextual and disciplinary aspects of digital literacy are addressed through the lens of sociocultural approaches to learning (Haider & Sundin, 2019; Hicks et al., 2024; Lloyd & Talja, 2010; Säljö, 2003). There is a wide array of research investigating the role of university libraries in information and digital literacy education (Bønløkke et al., 2016; Breen et al., 2023; Goforth et al., 2018; Johnston, 2020; Spante et al., 2018). Notably, Li Wang examined how sociocultural learning techniques can be applied to a library context (Wang, 2007). Still, there is a lack of focus in the manner in which sociocultural learning approaches are currently applied in libraries' digital literacy instruction. Additionally, and as this article will later outline in more detail, existing embedded librarianship approaches to information literacy instruction fail to account for this plurality of contextually situated information literacies (Abrizah et al., 2016; Bonanni & Vogus, 2022; Dewey, 2004). Therefore, the aim of this article is to investigate how library instructors practice embedded librarianship when teaching digital literacy courses, and to examine to what extent this instruction takes the variety of students' different disciplinary backgrounds into account.

As part of the University of Copenhagen's (UCPH) Strategy 2030, a project on digitalization of degree programs was formulated. The purpose of the project is to ensure that all students develop basic digital skills in the form of familiarity with digital methods and tools of relevance to their studies, and that they are "able of reflect on the meaning and consequences of digitalization in relation to

themselves and society”.¹ As part of the project, a “UCPH model for students’ digital literacy and skills” was developed. The model is comprised of five “petals”, each signifying a key topic, which together outline what basic digital skills and digital literacy UCPH students should develop while working towards their bachelor’s degree.²

The Copenhagen University Library is given a key role within this model, and in its newest four-year strategy plan, “Strategy 2027”, the library claims to be “a central part of the university’s model for digital literacy” (Copenhagen University Library, n.a.). Notably, the library contributed to the model by developing e-learning content which university educators can apply in their courses. However, the Copenhagen University Library also provides a wide array of courses addressing various facets of digital literacy. These courses clearly align with the university strategy’s ambitions, though the courses offered predate the existence of the UCPH model.

This illustrates how academic libraries can position themselves as having expertise in digital literacy and aim to occupy an important role in student digital literacy education. When universities draw on librarians in strategies like the UCPH model, it is crucial to consider how libraries best educate students in digital literacy. One way to do so is to investigate how libraries, such as Copenhagen University Library, approach digital literacy education.

Much of the existing literature on academic libraries’ digital literacy education applies a case-based approach, showing how digital literacy theories and frameworks are applied in practice. This article furthers this research tradition by exploring the use of embedded librarianship, and the term itself, through the Copenhagen University Library as a case. Furthermore, it employs a qualitative methodology to pursue nuances that may otherwise be ignored in this research field, which is often dominated by quantitative studies (Hicks et al., 2024). The case study shows how university libraries can contribute to universities’ digital literacy strategies, like the UCPH model, to strengthen students’ ability to navigate today’s information-rich society.

The paper has the following structure. First, it outlines how existing literature has examined the term embedded librarianship in the context of digital literacy instruction and applies a sociocultural approach to information literacy to nuance the concept of embedded librarianship. Then an overview of the methodological considerations behind this case study is provided. This includes an outline of the observational study and interviews conducted, as well as details about the four selected courses which constitute empirical units. Thereafter, the analysis presents how the selected courses situate digital literacy instruction in different contexts. The discussion section compares the results of the analysis, showing how the observed courses mostly focus on a general academic context, despite some courses practicing embedded librarianship. The conclusion suggests possible reasons for these results and explores the consequences of not situating learning in students’ disciplinary context.

A sociocultural approach to embedded librarianship and digital literacy instruction

This section builds on a review of key literature on embedded librarianship (Dewey, 2004; Drewes & Hoffman, 2010; Kesselman & Watstein, 2009; Luca, 2019), including existing literature reviews examining the research landscape addressing the term (Abrizah et al., 2016; Bonanni & Vogus, 2022; Schulte, 2012; Vassilakaki & Moniarou-Papaconstantinou, 2015). This literature review reveals that, within higher education contexts, the term “embedded librarianship” (EL) primarily implies a focus on university librarians’ physical presence in non-library contexts. The literature emphasizes how EL

¹ Quote from an internal UCPH strategy document.

² The model’s five focus points are: 1) Data management, 2) Digital analysis and methodology, 3) Digital reflection, 4) Technological understanding, and 5) Digital scientific information search.

improves user access to library resources and expertise for researchers, educators and students alike. Additionally, this literature often focuses on strengthening relations between embedded librarians and users and, as Luca (2019) states, embedded librarianship should be seen as user-centered rather than library-centered. The review of literature also suggests that EL activities can be divided into three general categories: 1) EL in teaching contexts and information literacy instruction, 2) EL in research and 3) embeddedness in digital spaces. Though the examined literature sometimes refers to a need for domain specific knowledge for librarians embedded in research contexts (Abrizah et al., 2016; Dewey, 2004), this focus is not applied in the literature discussing embedded librarians in teaching contexts.

The term embedded librarianship was first inspired by embedded journalists in the Iraq war and described an ambition of becoming fully integrated into the daily life of a target user group (Dewey, 2004). This term grew out of the concept of branch libraries, which had a focus on domain-specific library resources, in contrast to the modern academic library's focus on library services and instruction (Dewes & Hoffman, 2010). However, while the branch library is described as situated in a particular disciplinary context, the description of methods and characteristics of embedded librarianship largely ignores the relevance of domain knowledge.

One of the primary ways in which academic librarians are "embedded" is through course-integrated library instruction, where university educators actively include the librarian in a course, or where librarians actively take part in course design (Kesselman & Watstein, 2009). Literature suggests that librarians are uniquely equipped to teach digital literacy and embedding them in student courses is an effective way to meet students where they are (Abrizah et al., 2016). In this way, course-integrated library instruction is a natural extension of embedded librarianship to improve student access to library resources and expertise.

We will describe this focus on increased access as "practical embeddedness". Practical embeddedness has the benefits of enabling closer, more effective lines of communication with professors and university staff and providing greater knowledge of user needs. For example, a practically embedded librarian will understand what digital literacy topics are most relevant at any given point in students' education and will be able to effectively coordinate and schedule course-embedded instruction with professors.

Other terms, like "library liaisons" (Dewey, 2004), "subject librarians" (Abrizah et al., 2016), or "branch-" and "clinical librarians" (Dewes & Hoffman, 2010) show an increased focus on domain knowledge and subject-specific services. However, within the examined literature, these terms were not applied in studies on instruction of students, which favored the description of "practical embeddedness" outlined above.

The benefits of practical embeddedness outlined above do not describe how the embedded librarian should navigate in the "foreign territory" in which they find themselves. This article tries to address this gap in the literature, and will argue that, from a sociocultural perspective, the librarian will have to relate their instruction to the specific disciplinary context that will be relevant to students. This generally means embedding their instruction within the disciplinary contexts relevant to various groups of students. In contrast to the practical embeddedness outlined above, we will conceptualize this form of EL in digital literacy instruction as "epistemological embeddedness".

The idea of epistemological embeddedness is grounded in the sociocultural approach to learning. It emphasizes the existence of a plurality of digital literacies, each of which are situated within a particular context. This understanding suggests that what it means to be digitally literate must be

highly dynamic, depending on the social context in which it is situated (Talja & Lloyd, 2010; Tuominen et al., 2005; Wang et al., 2011). Education researcher Lasse Lipponen uses an example of information literacy within a hospital setting to explain how literacies are contextually situated. He explains that someone who may otherwise describe themselves as informationally literate, for example having a good understanding of basic information competencies or an expanded information-seeking skill set, would not necessarily be able to correctly utilize the hospital's digital technologies to note patient symptoms or communicate with medically trained colleagues (Lipponen, 2010). Just because an embedded librarian is an information specialist does not mean that their information practices are relevant to any given situation. Thus, digital or information literacy instruction is not universal and must be related to a particular practice.

This article uses Lloyd's theory of information literacy landscapes as an analytical lens, as it represents a sociocultural approach to information literacy and information literacy instruction in higher education (Lloyd, 2010, p. 152). Lloyd describes how actors within a context intersubjectively co-construct the way in which information is understood and used in that particular context. Information literacy is understood as the ability to construct and navigate an information landscape. The theory furthermore expands on an understanding of literacy as purely textual, outlining three modalities of information that shape an information landscape: epistemic, social, and corporeal (Lloyd, 2010).

Essentially, Lloyd's three modalities of information are sites in which understandings of information are expressed and operationalized in a context. Epistemic modalities of information are codified textually as rules and regulations for practice, which lead to an understanding of information as universal or objective. Social modalities of information are constructed, both subjectively and intersubjectively, as tacit knowledge within a group and are therefore variable and changing. Lastly, corporeal modalities are developed and formed from experience and enacted bodily. In this way, Lloyd outlines an information architecture composed of how context, in the form of one's information environment, influences discourse and modalities of information. These "in turn influence the affordances that constitute information literacy as socio-cultural information practice" (Lloyd, 2010, p. 155).

Although Lloyd applies the sociocultural approach to information literacy in higher education it can likewise be applied to digital literacy. Digital and information literacies are often mentioned in conjunction with one another (Onyancha, 2020) and can be thought of as somewhat overlapping categories (Bawden & Robinson, 2022). Moreover, a sociocultural approach suggests that the digital context for working with information can itself be conceptualized as contextually situated. This suggests that there is no one understanding of digital literacy, but instead there exist various digital literacies, all situated in different contexts.

Lloyd's information literacy landscapes suggest that each research discipline at a university constitutes a new information landscape with its own traditions, theories, methods and information sources. In the same way, each research discipline will have its own digital literacy landscape, with these same traditions, theories, methods and sources manifesting in favoured use potentials for digital technologies. This article will use the term digital literacy as a more specific subsection of information literacy.

Overall, this theoretical framework suggests that librarians cannot address students' specific needs for digital literacy instruction without situating themselves in students' information landscapes and adequately integrating instruction into the specific students' academic context. Ideally, from a sociocultural perspective, librarians should not only be practically embedded in a target community

but also seek to epistemologically embed their instruction in the information practices and needs of this community.

Methodology

The design of this case study is best described as a single case study understood through four specifically selected empirical units. The empirical units are not intended to be representative of all Copenhagen University Library digital literacy instruction courses. Rather, they represent empirical snapshots of how digital literacy courses can be differently embedded within educational contexts. Hence, the four courses were chosen to reflect a diversity of faculties, academic levels, and focuses within the wider category of digital literacy. This variety of different empirical units reflects the breadth of ways in which Copenhagen University Library's digital literacy education can be seen as being embedded, both within specific courses and assignments, but also in a particular information landscape. The case study is used to generalize theoretical propositions but is not intended to present a representative sample of frequencies (Yin, 2009). The two data collection techniques were repeated for each of the four empirical units, all of which were chosen from the overall case of digital literacy education at Copenhagen University Library. Two of the units focus on digital tools, while the other two focus on information seeking. The courses were all offered during the spring semester, lasting between 2-3 hours.

The first empirical unit (course 1) was a literature-seeking course offered to students from a particular STEM department who were writing their bachelor's assignment. This constituted the pilot study for data collection. The course was chosen due to its focus both on general skills (information seeking) and specific tools (the database used). Also, the course was chosen due to its embeddedness in a specific study program and since it was further grounded in a specific context, namely the students' bachelor's assignment. As part of this embeddedness, the librarian instructor for this course was also the designated library contact for this group of students, assigned to work within this specific discipline.

The second empirical unit (course 2) offered students an introduction to a specific reference management tool. Notably, this course was offered to university students from all faculties and therefore presented an opportunity to understand how librarians teach an audience with backgrounds from across academic disciplines.

The third course (course 3) also provided instruction on a specific reference management tool – though a different one than in course 2. This course differed from course 2 since it was specifically intended for students from the Health and Science UCPH faculties. This allows for a comparison of how learning is situated within a specific context. Course 3 had two librarian instructors, which made it different from the other courses observed, which only had one librarian responsible for instruction.

Another course in information seeking was also selected for analysis. This empirical unit (course 4) was chosen because it was an embedded course offered to a group of students as part of a specific course within the humanities department, thus constituting a different academic context than that of course 1. However, like course 1, the librarian instructor for course 4 was also the primary librarian assigned to assist students from this discipline.

Together, the four courses represent different branches of the Copenhagen University Library, which helps create a more holistic view of the university library as an institution and prevents the analysis from relying too much on any one part of the university library.

The case design employs two data collection techniques: 1) participatory observational studies of library digital literacy instruction, and 2) supplemental interviews with library staff responsible for each course. The interviews are described as supplemental because they occurred in conjunction with the observational studies and could help to correct misunderstandings that inevitably arise from short observation periods (Justesen & Mik-Meyer, 2012, p. 106), while also providing an understanding of how educators position their instruction and perceive their own practices. Notably, these data collection techniques are qualitative. Much of the research on information literacy is quantitative, which emphasizes learning through attainment and provision; the use of qualitative research methods contributes to a nuanced understanding of information practices (Lloyd, 2021).

All observational studies were carried out by one of the paper's two authors, with the same author carrying out the studies and interviews each time. On a continuum of "total participation" and "total observation", this participatory observation is best described as "participant as observer" (rather than "observer as participant") (Justesen & Mik-Meyer, 2012). This describes how the participant observer carrying out the study is not positioned apart from the students participating in courses and is also open about their role in observing the course for research use.

The decision to inform students of the researcher's role as observer was made for two reasons: firstly, to uphold ethical ideals of transparency and honesty and, secondly, under the assumption that a researcher will always influence the subject of their research, either through the way they act or through how they interpret the actions of others. The constructivist notion underpinning the collection of empirical material suggests that, if this bias will always be present, it is ideally made explicit. Students who have been informed of the role of the observing researcher may for instance appear to be more actively participating and listening to instruction, putting their best foot forward, if they feel as though they are being judged. However, this explicit bias is preferred to more imperceptible ways in which the researcher's presence would potentially affect the observed practice, had we opted for an anonymous observational setup.

These data collection techniques were also chosen to gain an understanding of how information is constituted and operationalized through several of the information modalities identified by Lloyd (2010) within the library's digital literacy instruction. Observational studies were carried out based on an observation guide, which adapted theoretical interests into specific focuses for observation. For instance, awareness of the epistemic modality of information resulted in a focus on textual information and "what rules are expressed?". Likewise, the social modality was operationalized through a "Focus on value-laden statements and actions" and implicit understandings within a community. However, corporeal modalities of information were not included in the observational study. This was because observations alone are not able to adequately examine Lloyd's corporeal modality, which is an experience of how information practice becomes ingrained in bodily habits, instincts, and daily life. This subjective, first-hand experience is therefore exceptionally difficult to observe, especially in an educational setting, where students are mostly following instructors' explanations.

The interviews followed a semi-structured format. Essentially, this format uses an interview guide to ensure that the interview explores topics that are relevant to the problem statement, while also leaving room to explore different lines of conversation which arise during the interview but are deemed interesting or relevant to the study's focus (Justesen & Mik-Meyer, 2012; Lloyd, 2021; Tanggaard & Brinkmann, 2020). The interview guide focused on ideas and thoughts that influence instructors, as well as background for the instruction observed, but less on the instruction itself.

All interviews were conducted in Danish and parts of the field notes were also originally written in Danish. For this purpose, all Danish-language material has been translated by the authors into English for consistency and ease of reading.

The transcribed interviews and field notes from the observational studies were coded qualitatively based on two theoretical strands. These coding categories were deductively derived from literature on embedded librarianship and Lloyd's theory of information literacy landscapes.

In alignment with the study's sociocultural approach to digital literacy, librarian instructors are understood as embedded in various disciplinary contexts or "information landscapes". When this perspective was applied to the collected material, librarians were found to either situate digital literacy education in students' actual disciplinary contexts, or in a more generalized, academic library context. The information landscapes in which library educators situate instruction were analyzed through two primary strands:

1. The way the librarian is embedded, practically or epistemologically, in various disciplinary contexts. This analytical strand goes beyond practical embeddedness since, from a sociocultural perspective, embedded librarians can also modify their practices to align with the understandings which are prevalent in the context in which they work. Thus, this strand of the analysis distinguishes between practical and epistemological embeddedness, including an analysis of both the degree of embeddedness and what kind of embedded librarianship is in place in the observed courses.
2. The different information landscapes are represented through various modalities of information. The different empirical units were observed to be grounded in several different information landscapes. This included both the students' discipline-specific information landscapes and the librarians' general, academic information landscapes. These landscapes became apparent through differences in the epistemic and social modalities of information which were identified in the observation field notes and in the interview transcriptions. This theoretical strand is important as a way to nuance the first theme of embedded librarianship by examining how instructors relate to students' information landscapes.

Taken together, strand 1 of this analysis pinpoints the type and degree of embeddedness seen in the library's instruction and strand 2 further nuances this understanding by examining which modalities of information characterize how instructors teach information literacy.

Analysis

The resulting analysis is split into 3 parts: 1) examples where instruction is situated in a generalized, academic library context; 2) examples where instruction is somewhere between student and librarian contexts; and 3) examples where instruction is situated in students' actual disciplinary context.

Courses 2 and 3 are infrequently mentioned in this analysis, as they are mostly relevant to comparing course-embedded instruction and open courses. Instead, the analysis favors courses 1 and 4 since they focus on a more specific subset of students, allowing for more considerations about whether they can achieve a level of epistemological embeddedness.

Instruction situated in a generalized academic context

In some empirical units, the librarians' instruction is situated in a generalized academic context. Despite being offered to a specific STEM department, course 1 takes a general academic information landscape into account in its presentation of literature seeking when writing a specific academic

assignment. The field notes describe how the instructor: “Helps to operationalize methods and techniques in regard to students’ own thesis statements” (field notes, course 1, 18/03/2024). This way of helping students work through the process of writing an academic paper is further reflected in the interview: “[...] for them, at least on this level, it is really about a quite concrete goal: ‘I need this for my assignment. I need to know what I’m supposed to do’.” (interview, course 1, 18/03/2024)

This reflects how librarians perceive the students to be interested in a generalized, academic context. The information searching course is characterized by an epistemic modality of information: information is found in specific sites (databases) and is governed by rules that are codified into requirements for various assignments. This fits Lloyd’s explanation of an information landscape that focuses on the epistemic modality of information, which emphasizes “written rules and regulations for practice” that can be “evaluated against a set of sanctioned criteria” (Lloyd, 2010, p. 161). Essentially, the quote from the interview reflects an academic environment where information skills can be tested, and learning is reflected by success in assessments.

This can also be seen in course 3. This course is partially embedded. While it aims to introduce a reference management program to the health and science faculties in particular, the interview clarifies that the class welcomes any students:

anyone is welcome, even if it may not be entirely relevant [to them]
[other instructor]: because, for reference management programs, you can get a lot out of it even if you want to use another search term [referring to how database search results are imported to the program]. (...) It’s also the same with literature searches. (Interview, course 3, 16/04/2024)

Beyond this, the instructors clarify that they would not modify the course’s focus based on individual students’ majors. It could be argued that the course is practically embedded to a limited degree, since it caters to students primarily from two faculties. However, the empirical material from the interview clarifies that for some courses and digital literacy subjects offered by the library there is an understanding that one overall digital literacy skill set can apply to all students. An epistemic modality of information is prevalent through codified, academic standards, which define what constitutes information literacy. These codified standards suggest that there is an overall academic information landscape, characterized by academic standards and rigor, that applies to all students.

Instruction between students’ and librarians’ contexts

Some parts of the collected material indicate that instructors could be mindful of students’ disciplinary context while still largely situating learning in a general academic context. This could be seen both for courses open to all students and for instruction embedded in disciplinary courses.

One example of this can be found in course 2, an introductory course on a specific reference management program, which is open to students of all faculties. For instance, in response to a question about the inclusion of some slightly advanced course content the instructor for course 2 explains:

Maybe it’s a historical thing. Because when I started at [department], when I taught it, the [department] students were taught how to use the Vancouver standard manually. They noted their references manually! During this, they saw these things with bracket parentheses and all sorts of things. So, they had an expectation that “I would like my own references to look like this.” (Interview, course 2, 09/04/2024)

Notably, this shows that instructors of open courses are also aware of their audience and will, in some instances, modify courses to account for what students from specific courses have an interest in.

This can also be seen in course 4, which is an example of course-embedded instruction on literature seeking offered to students taking a specific humanities course. The instruction took place in a classroom and the librarian introduced herself as an information specialist responsible for delivering library services particularly to the students' department. Although it was practically embedded within a course the students were taking at UCPH, the epistemological embeddedness of this library course can be questioned. The field notes for course 4 describe the instructor showing examples of database searches drawn from the wider disciplinary context of the students' class, which are presented to students:

The class, in which this course is embedded, is highlighted through the use of related examples. The department which the students are a part of is also referred to — especially when it concerns the topic of an information search. Beyond this, the library, librarians, and the instructor's colleagues are referred to in the form of what they do, offer, and recommend. Sometimes academic practice and assignments are referred to. (Field notes, course 4, 15/04/2024)

Beyond this, during instruction, the librarian refers to the department library's website, which includes databases relevant to their subject (field notes, course 4, 15/04/2024). The librarian for course 4 describes how embedded librarianship helps them ensure that the students of that specific department gain an understanding of the aspects of digital literacy that the librarian deems important:

We [Copenhagen University Library] teach database use because we think it's good and because it's nice, and because understanding that databases exist and can help you is a part of being digitally literate for those working with academic information-seeking. (Interview, course 4, 15/04/2024)

The librarian in this course straddles an interesting line, having one foot in the world of the students, their assignments, and the subjects which are of interest to their studies, and having the other foot in the world of the university library and the interests which they promote. Their embeddedness requires them to work with examples that are of greater relevance to students but also grants them greater control in ensuring that students learn the academic digital literacy competencies which are emphasized by the Copenhagen University Library. They are certainly practically embedded, but the librarian's expertise is prioritized above domain knowledge. Essentially, the library instructor allows their own information landscape, emphasizing generalized academic digital literacy skills, to influence the choices they make about what is important for students to learn, and the more niche, discipline-specific knowledge which characterizes the actual student information landscape, is used to exemplify these skills in context.

Seemingly, instructors will allow their own professional expertise to determine what digital literacy content is in focus, but they will also contextualize this content within students' actual disciplinary information landscape when possible. Viewed through a sociocultural lens, this entails a risk that the instruction becomes too general to be of value in the students' disciplinary information landscape.

The second analytical strand, focusing on Lloyd's information modalities, also suggests that some instruction falls between student and library contexts. This can be seen in course 4, which was embedded in a class offered by a specific department but included students from a variety of different majors within this department. Focusing on the social modality of information brings the understandings of information that are implicit throughout the course's discussions and examples to the surface. The students' information landscapes are partially acknowledged, as can be observed in the following segment of field notes, which describes instruction as:

mindful of the students' subject interest within the class and department (...) but doesn't refer further to different students' specific educational focus within the department. (Field notes, course 4, 15/04/2024)

The course discussions and examples do not exclude discipline-specific issues. However, within the collective information environment of this information-seeking course, understandings of information literacy are limited to concepts that become shared by the students and the librarian instructor. The classroom education format includes a variety of majors, which does not allow instructors to ground their instruction entirely within each student's information landscape. However, it is relevant to consider that perhaps this degree of situated learning is not possible within this type of classroom instruction and should not strictly be an aspiration.

In this way librarians, whether their instruction can be classified as fully, partially, or not at all class-embedded, still intend to relay the course material to students in a way that allows them to relate to it. Seemingly, librarians will allow their own professional expertise to determine what digital literacy content is in focus but will also contextualize this content within students' actual disciplinary information landscape when possible. Moreover, the degree of practical embeddedness of a given course is not always indicative of a similar epistemological embeddedness.

Instruction situated in students' disciplinary context

Despite the ways in which the classroom format limits the degree to which instructors can ground learning in each individual student's information landscape, course 4 is still a good example of how mindfulness of students' backgrounds comes into play. In this course, the instructor notes how they prioritize finding examples which are useful and relevant to the students taking the course:

I spend a lot of time designing examples which fit the class. And I spend a lot of time searching for the things I'm working with so I get an impression of what I can find, what I can show them, and what makes sense regarding this class, because I have noticed that, as you bring out more general examples, students become less interested. They want to hear a story about themselves. When they sit down to work with [class focus], well, then we also need to talk about [class focus] through this kind of example. So, in that way, I spend a lot of time aligning the course but, essentially, I do the same thing every time. (Interview, course 4, 15/04/2024)

This is also corroborated by the field notes from course 4:

Instructors show what their example search looks like in the library system. One of the students stops the instructor mid-search because they want to take a picture of the literature that shows up [I think: presumably because one of the citations is relevant for their own project]. (Field notes, course 4, 15/04/2024)

The instructor clearly puts a lot of effort into finding examples that are relevant to the students and the description of the student taking a picture shows that this is appreciated. The instructor's interest in using examples of relevance to students also further suggests that they adjust their thinking of information to the students' disciplinary landscape. This context can be thought of as an information landscape which is more specifically centered within the disciplinary field which students are studying, and it is therefore different from the general, academic information landscape described earlier.

The instructor's focus on examples from students' disciplinary context illustrates a focus on epistemological embeddedness which goes beyond the purely practical considerations typically associated with embedded librarianship.

Discussion

The analysis conveys the type and degree of embedded librarianship which occurs in the four empirical units. Although not all the instructors in all four examples are embedded in a way that previous research describes as being physically present in non-library contexts, we found that instructors for both the class-embedded instruction and open courses are consistently aware of the broader student context in which they are situated. However, the knowledge instructors convey is inconsistently related to the students' specific field of study. Though some courses, such as courses 1 and 4, are practically embedded, the analysis shows that the knowledge they refer to straddles the line between being "what the library thinks is good", grounded in the academic world of assignments, and genuinely grounding instruction in students' academic background. Similarly, courses such as course 2, which are not practically embedded, are also found to be primarily focused on an overall academic context. Thus, the analysis shows that despite varying degrees of practical embeddedness the observed courses mostly have a focus on a general academic context.

For instance, the analysis notes that course 1, which is a practically embedded course, focuses on a general academic context to prepare students for their bachelor's thesis, despite the course being embedded in a particular STEM department. While the analysis recognizes a few instances where the librarians partially situate their instruction, they still rely on their own library information landscape to determine what digital literacy content should be in focus, and only rarely do they contextualize this content within students' actual disciplinary information landscapes. Within this top-down approach, librarians determine what students need to learn and make occasional adjustments based on the students' context. An epistemologically embedded approach is more bottom-up – or user-centered (Luca, 2019) – since students' needs determine what library instructors focus on.

The second strand of the analysis presented how understandings of information in the observed information landscapes were expressed through different modalities of information. For instance, the epistemic modality of information was particularly prevalent in open courses which focused upon standardized rules for information literacy. These standardized rules ensure that course content is relevant to all students and situate the courses within a generalized academic information landscape.

Understandings of information are also co-constructed through discussion and sharing of tacit knowledge within a group – the social modality. For instance, in course 4 a shared understanding of information literacy was constructed through discussions and examples in the classroom, which took the students' disciplinary background into account. These examples show that librarians' instruction includes both elements that are situated in students' information landscapes and elements that are more general, situated in an overall academic information landscape.

This supports Lloyd's idea that we all experience several information literacy landscapes, with some of these literacies partially overlapping (Lloyd, 2021). In this case, the librarians largely focus on the overlap between their professional knowledge and students' disciplinary information landscapes, without entirely grounding courses in students' specific disciplinary contexts. Students' disciplinary information landscapes have some overlaps with the more generalized academic information landscape presented by the librarians. Some aspects of digital literacy for each overall landscape also overlap. As an example, the strategies and techniques librarians present as part of the academic information seeking process are also highly relevant for students and applicable in their disciplinary information environments. However, the two contexts are different, and successfully navigating the disciplinary information that is specific to students' information landscapes would require situated domain knowledge and experience beyond that which library instructors are usually equipped with.

One problem caused by a focus on the general academic information landscape is that students primarily learn to master information practices for academic study, not the practices of their future workplace. This suggests that the understanding of embedded librarians being physically present in student spaces (Abrizah et al., 2016; Kesselman & Watstein, 2009) is not enough. Rather, an approach to instruction that emphasizes epistemological embeddedness could meet long-term learning goals by more specifically targeting students' future information needs. Luca similarly states that embeddedness requires librarians to adopt a disciplinary lens, and that "librarians must work closely with academic staff to design learning experiences, not teaching IL as a general concept, but instead, IL embedded within discipline-specific information practices" (Luca, 2019, p. 83). At the same time, he recognizes that establishing this can be difficult for both the librarian and the academic community due to various reasons, such as for instance level of engagement.

As noted in the analysis, it is also difficult to target learning activities towards each individual's needs within a classroom format. Still, it is not unreasonable to look beyond the disciplinary context in order to see each individual as their own subject with changing learning trajectories (Moring, 2012). This could further suggest that an "epistemological embeddedness", which is more mindful of contextual differences, is important to teaching digital literacy. Despite it being difficult for educators to intuitively adapt their instruction perfectly to each individual, using the perspective of epistemological embeddedness can encourage librarian instructors to at least be more mindful of each specific student's learning trajectory.

Concluding remarks

The analysis finds that practically embedded courses do not necessarily situate learning in students' disciplinary context. This substantiates the conceptual idea that embedded librarianship can be divided into practical embeddedness and epistemological embeddedness, although the two approaches sometimes overlap in practice. From a sociocultural perspective, practical embeddedness is largely inconsequential to the question of teaching digital literacy. Practical embeddedness takes different forms, for instance a librarian can be physically present in a department library and their courses can take place in a classroom rather than a library space, and it can have different benefits, such as practically embedded librarians having a closer, more effective line of communication with professors and university staff and some knowledge about the average student's understanding of digital literacy at different points in their education. Though beneficial for productivity, all these points are, from a sociocultural perspective, ultimately irrelevant unless the librarian also has a degree of epistemological embeddedness. The instances when instructors situate courses in students' disciplinary context necessarily involve a degree of domain knowledge that helps the instructor ground digital literacy education in examples and practices that have genuine relevance to the specific audience. Practical embeddedness could constitute a starting point for epistemological embeddedness, since librarians who are working alongside staff and students from a particular context will be exposed to domain knowledge and will have more opportunities to contextualize their instruction in the specific domain they are working with.

A greater emphasis on epistemological embeddedness could ensure that students learn digital literacy approaches that will be relevant beyond their academic tenure. Epistemological embeddedness in digital literacy instruction could prepare students for navigating the information-rich contexts they will meet both within and outside of higher education contexts. Since this is a goal for university strategies for improved digital literacy, such as the UCPH model for digital literacy, academic libraries should develop their understanding of embedded librarianship to include a dimension of epistemological embeddedness. Library and university strategies could explicitly be designed so that they encourage an improved disciplinary focus. This could, for instance, take the form of allocating resources for providing librarians with more specialized training in subject areas

and by strengthening communication and collaboration between librarians and the students' primary university educators.

It is naïve not to recognize the resource-intensive aspects of this suggestion. Perhaps a focus on practical embeddedness is the result of librarians being given limited resources and limited access to students. When the same librarians are responsible for teaching students from multiple faculties and are not given resources to research what discipline-specific information needs and concerns these different students may have, they are forced to produce general content that can more easily fit whatever group of students they happen to be presenting to. More empirical studies are therefore needed to determine how this approach to epistemologically embedded instruction could be enacted in practice.

This article shows that the degree to which instruction is socioculturally situated depends on the topic and format of the course in question. The study shows that the fact that a course targets a specific subset of students does not always correspond to a greater degree of epistemological embeddedness. However, course 4 demonstrates how class-embedded instruction can allow for a greater degree of context-situated instruction in academic information seeking. Beyond this, we found that the tool-focused courses observed less often had the same degree of epistemological embeddedness as courses on more complex processes, such as information seeking. We can speculate on whether this reflects the fact that the basic use potentials for reference management programs do not vary considerably between different disciplines, which could result in fewer opportunities to ground instruction in discipline-specific practices. Future research could further examine this, looking into what aspects of digital literacy instruction the epistemologically embedded approach to embedded librarianship would be most important for.

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Doctoral students’ reflection on Generative AI A librarian outlook

Abstract

This practice paper explores doctoral students’ perspectives on the use of generative AI and examines the role of librarians as mediators in this evolving field. Originating from a long-standing doctoral course on information literacy at the Biomedical Library, University of Gothenburg, the study integrates recent advancements in generative AI tools for summarizing and analyzing scientific articles. During the spring semester of 2024, students were introduced to these tools and tasked with incorporating them into their course assignments. This paper analyzes the reflections and insights from these assignments, in the context of their diverse backgrounds from various medical disciplines. The findings provide a nuanced understanding of the students’ views on generative AI and underscore the importance of librarians in facilitating the adoption of new technologies in academic research. The study concludes with reflections on the implications for future course content and the role of librarians in supporting research through technological advancements.

Keywords: generative AI, information literacy, doctoral students, Gartner’s hype cycle

Introduction

In this practice paper we take a closer look at doctoral students’ perspectives on the use of generative AI. We will also discuss the role that we, as librarians, can play as mediators through this rapidly evolving field.

The paper originates from a doctoral course on information literacy offered by librarians at the Biomedical Library at the University of Gothenburg. The course has been held consistently every semester since the 1970s for doctoral students at the Faculty of Medicine. Although the framework of the course remains stable, we make continuous improvements by adding new elements. In recent years, we have applied a broader approach to cover such phenomena, as the ever-changing landscape of publishing, open science, and research waste. We strive to keep the course content up to date and in line with current changes in information technology and scholarly practices. The latest addition to our course is a brief introduction to generative AI tools for summarizing and analyzing scientific articles, which we incorporated into one of our lectures during the spring semester of 2024.

The doctoral students were also tasked with testing generative AI tools in their course assignment. Upon assessing the submitted texts, we found the students' views interesting, and we wanted to gain a better understanding of their perspectives and insights. In this paper we share our analysis of the doctoral students' texts, and we also reflect on the role of librarians in introducing the use of generative AI in research.

The context

In this practice paper we analyze answers and reflections from the written assignments completed by newly admitted doctoral students during the spring of 2024. The students participated in the mandatory course titled *Introduction to Doctoral Studies and Information Retrieval* given at the Faculty of Medicine at the University of Gothenburg. The course had a mix of participants from various departments, e.g. nursing science, odontology, and medicine. It was a diverse group that included students from both clinical and pre-clinical research areas.

During the one-week full-time course, we, as librarians, provide nine hours of lectures and workshops. The library sessions cover scholarly publishing and research context, information retrieval, and information management. This paper focuses on the information management session, where we introduce reference management software and methods for summarizing key elements of the research published in your field. To complete the course, the students need to fulfill two written assignments: In assignment A they need to describe their search strategies, while Assignment B is a quantified overview of their research field. In this paper we use the submissions for assignment B as source for our analysis.

Assignment B consists of two parts. In part one, the students are asked to create a quantified overview of ten relevant articles in their research field. To compile this, students manually add relevant categories for data extraction (e.g. age, gender, outcomes, number of participants, methods). This process is inspired by Griffith university's method for systematic quantitative literature reviews (Griffith University, 2024). Part two was added to the assignment in spring 2024, incorporating generative AI tools for summarizing and analyzing scientific articles. We ask the students to try automated data extraction based on the same ten articles, but this time using one or more AI-tools.

Following the examination, we contacted all 76 course participants via email to request permission to use their submitted assignments for an in-depth analysis and to inform them of our intention to publish an article based on that analysis. We used the assignments from the students who consented (n=57) and downloaded them from the learning platform Canvas. The texts were then pseudonymized by removing all personal information such as email addresses and names. The texts were then uploaded in Taguette for analysis.¹

¹ <https://www.taguette.org/>

We also conducted a follow-up web survey four months after the course, consisting of multiple-choice questions about their current use of AI tools. The questionnaire was sent to all 57 doctoral students who had given us permission to use their text. Of those, 33 responded, resulting in a response rate of 58%.²

The analysis

To analyze the texts, we used a directed qualitative content analysis method (Hsieh and Shannon, 2005). We read and re-read the assignment submissions to gain understanding of the doctoral students' attitudes towards generative AI-tool usage in their research, as well as to identify patterns and correspondences within their reflections. We expected the analysis to show whether the doctoral students considered AI tools:

- a useful method
- a way to create accurate representations through summaries
- something they would continue to use in their studies

Since these presumptions guided our reading, we used a concept-driven process when we developed the themes later used in the resulting content analysis.

In presenting the results of our analysis, we felt the need to rephrase the themes. We wanted them to serve better as headings and to communicate representations of the content. Our themes were hence translated into *Usefulness*, *Trustworthiness* and *Future applications*. In our definition of the themes, we focused on the immediate use for research purposes, i.e. does the tool speed up the steps needed to make sound scientific discovery and analysis? Broader societal aspects turned up in student reflections every now and then, but those are not separately recognized or accounted for in our analysis. *Usefulness* is defined as helpful in speeding up reading and summarizing scientific articles. *Trustworthiness* is defined as providing an accurate representation of article content. *Future application* is the theme where we collected all hopes and concerns for the future development of scientific work and the research process, when or if AI tools are increasingly applied in research practice.

Below we present each theme as well as some excerpts from the student answers, which we exemplify according to three different approaches: Positive, negative and ambivalent.

Usefulness

Some quotes clearly illustrate the opinion that the tested tools can be of great use. Students expressed the immediate usefulness of a tool in terms of excellence.

The potential of these tools is unlimited.

Excellent initial screening process, allowing me to identify articles that demanded more attention.

It's not a replacement for reading everything, but it is a big help for getting started and deciding which papers are most important for my work.

The tool immediately gave me the accurate and summarized information I needed to develop my method which is the first stage of my lab work.

² Assignment B and the follow-up web survey can be accessed at <https://zenodo.org/doi/10.5281/zenodo.13474352>

Negative quotes expressed a lack of trust or experienced fuzziness of summaries and a need to double check the AI tool's interpretation. They also questioned the benefits of using an AI tool, as compared to doing the reading yourself, claiming that better understanding is gained in the traditional way, that is reading the articles yourself.

However, I feel that this filtering function also distances me from the text. When I read articles in their entirety or skim through them based on the original text, I experience that they build upon my understanding and expand my horizon of understanding, and automatically give me a sense of how the article positions itself in relation to other research.

I would still be skeptical to the AI summary and have to double check everything. I wonder, what is the added benefit to this vs. just reading the abstract? Maybe not that much?

Several doctoral students appeared hesitant to take a firm position. While they acknowledged that the tools could be helpful, they also expressed concerns that these tools might distort text comprehension or introduce errors. This ambivalence was reflected in their emphasis on the need for critical thinking and to have a balanced approach to these tools.

However, it's important to note that sometimes the tool occasionally flags the results with "Low confidence, Answer may not be accurate. Double check this source". This emphasizes the need to use it in a critical way and that to better understand, it is necessary to read the whole article more accurately. Furthermore, since it is an AI research tool, it may not be able to answer very specific or complex questions. It is always important to use it with a critical thinking.

Therefore, despite the convenience afforded by summarizing tools, I remain committed to engaging with the full text of each article to ensure a comprehensive understanding of the research presented. This balanced approach allows me to leverage the benefits of automation while prioritizing the thoroughness required for rigorous academic inquiry.

Trustworthiness

Trustworthiness is a complex concept incorporating elements such as accountability, transparency, and accuracy. These elements collectively form a framework for trustworthiness, fundamentally centered on earning and maintaining trust.

Looking at our data the main view regarding trustworthiness is one of ambivalence. Many doctoral students were impressed by the tools output but remained skeptical about how accurately they reflected the content of the articles.

I believe that, similarly to ChatGPT itself, those tools are very useful in research, but must be treated with a limited trust.

At first glance I thought the tools were incredible, but the more I worked with them, the more flaws were discovered.

In some quotes a concern of lack of context emerged, as well as a fear of missing information when only getting answers to the questions one asks.

... diving into them blindly can be misleading, leading to misinterpretation, oversimplification or missing complex details due to the presence of contextual information, complexity and nuanced language of research papers as these programs aren't perfect.

A danger I see with using the programs is that one easily misses pitfalls, such as weaknesses in the study design, when simply asking for the results one is interested in. It is difficult to evaluate for

oneself whether to trust the data provided by the AI, as it does not present information that is not asked for or assess the credibility of the information it provides. I found that I asked many control questions to the answers it gave.

The importance of transparency was emphasized, and there was a desire for more clarity from the tools – such as where in the articles the information was sourced from, and what exactly the analysis was based on.

I also would not really trust it because I did not see any way to verify the information based on the chat messages, such as a link to the relevant text. So I would still find that I have to actually read the article.

Future applications

Regarding future applications, most doctoral students felt cautiously optimistic. Many believed they would use similar generative AI tools during their doctoral studies. They also thought that more advanced models would likely be available in the future.

I believe that this way of processing articles to gain an overview, as Elicit offered, is something I will benefit greatly from during my doctoral studies – but I need to be continuously critical, reading the articles carefully in their entirety before including them in my thesis, and not solely rely on Elicit's summary.

We are in early days of AI and I am sure it will be a helpful tool for both finding and extraction information now and in the future. Who knows where we will be in 5 or 10 years. I don't think anyone could have anticipated what internet has done to/for our society, the next revolutionary technology may be in AI.

Several respondents also mentioned that AI tools cannot and should not completely replace their own reading, and that reading is crucial for developing the ability to express oneself.

Regarding these advancements, I'm approaching them with mixed emotions. On one hand they are exciting for their potential for a new paradigm shift in academic research and the greater good for society. But on the other hand, they also raise concerns, for instance potential decrease in critical reading, writing and ultimately thinking among researchers due to over-reliance on AI.

I think we should also consider potential negative consequences of relying on AI. For example, our ability to express our thoughts might be impacted.

Some doctoral students expressed concern about using AI in the wrong way and emphasized the importance of finding a balance in the interaction between researchers and AI.

I don't think I will be using AI in my research. I would be too afraid of using it in an incorrect way.

Finding the right balance by incorporating both automatization and human expertise is the soundest approach in advancing research.

Follow-up survey

In the follow-up survey conducted four months after the course, there was an overwhelming majority stating that they would continue to use these types of AI tools during their doctoral studies. 73% stated yes, 24% stated maybe. However, 40% had not used the tools at all since the course, and 58% reported using them less than once a week. We also inquired about the reasons behind their continued or discontinued use of AI tools. The three most common reasons for using AI tools in

research were: *It saves me time, It provides an overview of my research, and It helps me find core concepts*. The most prevalent answers to why they choose not to use AI tools were: *I don't find the tools to be reliable and I don't currently read many articles*.

Reflections

Doctoral students seem to be adopting generative AI tools with a sense of excitement and anticipation about their potential benefits. However, this enthusiasm is often accompanied by anxiety and distrust. The follow-up survey revealed that, despite students being confident they would use generative AI in their research, they had not actually done so.

To better understand these various stages of generative AI adoption, we find Gartner's Hype Cycle (figure 1) to be beneficial. The Gartner Hype Cycle is a model that describes the typical progression of new technologies. It begins with the *Technology Trigger* phase, where novel technologies are introduced. The next phase is the *Peak of Inflated Expectations*, characterized by "over-enthusiasm and unrealistic projections". This phase is followed by the *Trough of Disillusionment*, where "the technology does not live up to its overinflated expectations". Moving forward, the *Slope of Enlightenment* emerges – a phase marked by "a true understanding of the technology's applicability, risks, and benefits". Finally, the hype cycle reaches the *Plateau of Productivity*, where "real-world benefits of the technology are demonstrated and accepted" (O'Leary, 2008).

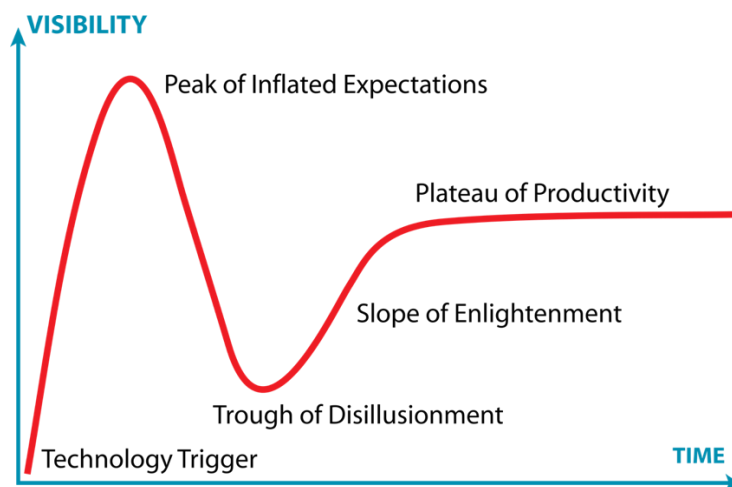


Figure 1. Gartner Hype Cycle. (2024, July 2). Wikimedia Commons. Retrieved August 28, 2024 from https://commons.wikimedia.org/w/index.php?title=File:Gartner_Hype_Cycle.svg&oldid=891097997

When examining the doctoral students' accounts of their interactions with generative AI tools, we can see signs that they are at different stages of the hype cycle. It is also clear that one person can be at multiple stages at the same time. Our analysis shows that most students move between the *Peak of Inflated Expectations* and the *Trough of Disillusionment*.

By linking their experiences to Gartner's Hype Cycle and viewing their behaviors through this lens, we can understand them better. This lens is also useful for us as librarians – by reflecting on our feelings about generative AI through Gartner's Hype Cycle, we can better understand our reactions. Just like the doctoral students, we librarians can be at multiple stages simultaneously. By reflecting on our own positions, we can better meet our users' needs and avoid getting stuck in doomsday or salvation mindsets.

This practice paper highlights the necessity for continuous exploration of the practical applications of generative AI in academic research. It is a rapidly evolving area, both in terms of tools available, practical applications, and regulations governing the use. Currently, generative AI is largely in a pre-regulation phase. Regarding the use of generative AI in writing, both publishers and funding bodies have started to establish guidelines, see for example ICMJE, 2024. However, the legal landscape surrounding the uploading of copyrighted materials, such as publishers' PDF versions of articles, is less clear. Discussions are ongoing, and several publishers are beginning to address this issue in their agreements and libraries need to adapt accordingly. Interpreting the terms of different AI tools regarding copyright material can be challenging. However, Elicit, a tool widely used by the doctoral students in the assignment, explicitly states that it does not use uploaded PDFs to train language models or share them further.³ We are currently considering whether we can proceed with the assignment using AI tools, as this might violate agreements between publishers and the library. This issue was unclear during the study and remains unresolved.

Looking back, we realize we had a unique opportunity to explore generative AI in the doctoral course the spring of 2024. The timing was perfect, as the tools were more accessible, free, and seen as innovative and impressive. Since then, many tools have shifted to more closed models, requiring fees and user registration. We also believe that as the use of generative AI becomes more widespread, people will have higher expectations regarding its capabilities.

In many Swedish universities Academic Language Support units provide guidance on using generative AI in writing, and Pedagogical Support units address concerns related to plagiarism and assessment. In our role as librarians, we have an opportunity to emphasize the role of AI tools in information retrieval and information management. We strongly recommend that the exploration and implementation of generative AI in academic research should be a collaborative journey involving librarians, library users, and other stakeholders. Together with doctoral students and researchers, we can investigate how these tools function and how they can be utilized in academic research. Each perspective contributes a vital piece of the puzzle.

Acknowledgments

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³ <https://support.elicit.com/en/articles/723521>

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Developing an Open Educational Resource on Creative Commons licences in scholarly publishing

A case study from Umeå University Library

Abstract

This paper describes a project undertaken at Umeå University Library to develop an open online course aimed at helping researchers navigate the publishing landscape. The course focuses on key considerations when publishing and sharing research under a Creative Commons licence. The project aimed to create a resource that could complement existing email support and outreach activities at the library and serve dual functions as a streamlined resource for busy researchers seeking an introduction to the topic and as a reference for researchers with specific questions. It was designed to be intuitive and use interactive elements like videos and scenarios, while text sections were kept short and in plain language. The course was developed using a methodological step-by-step framework based on Constructive Alignment. The framework was created at Umeå University Library and designed specifically for librarians with limited pedagogical training. Key challenges in the project included creating interactive and engaging content, avoiding lengthy text sections, and ensuring the course fulfilled its dual purposes. Based on our experiences from the project, we recommend that similar projects use a pedagogical framework to guide content development and course design, involve pilot users in testing the course, and carefully consider how open for reuse they want the resource to be, both in legal and technical terms.

Keywords: Creative Commons, open educational resources (OER), scholarly publishing, research support, open access publishing, academic librarianship, ROAST framework

Introduction

With open access becoming the dominant publishing model in Sweden, researchers are navigating a publishing landscape that, while no longer new, remains highly changeable and complex (National Library of Sweden, 2024c). The complexity also impacts the roles of librarians. The profession has evolved to not only help users access knowledge but also to use, review and make it available (Eklund, 2024). In an effort to improve our support for researchers navigating the publishing landscape, the open access team at Umeå University Library (UUL) has developed an open online course. This course is designed to help researchers feel more confident in sharing their research findings through open access under a Creative Commons-licence and in using others' openly licensed work. In this paper, we will outline the process of developing the course, share the lessons we learned, and highlight considerations we believe might be useful for those looking to build similar resources. We hope our experience can provide some guidance on how librarians can enhance their support and delivery methods by creating open educational resources (OER) and by using a pedagogical framework as methodological support.

The setting

Umeå University has four faculties: the Faculty of Arts and Humanities, the Faculty of Medicine, the Faculty of Social Sciences and the Faculty of Science and Technology. The result is a wide range of research areas with various publishing traditions. The department of Scholarly Communication at the University Library offers support for researchers throughout the research process and, like most academic libraries, we engage with both the processes and the outputs of scholarship (Pinfield et al., 2017). For our small team dedicated to open access, this means supporting researchers in strategic and open publishing by helping them evaluate journals, interpret publishing agreements and check open access funding and requirements. We also help them disseminate outputs through self-archiving in our institutional repository, and through providing technical support and infrastructure for open access journals.

Most of our support for researchers is delivered via email and through scheduled lectures and workshops. Both types of support can be time-consuming and reach only a small proportion of the university's researchers. These challenges led us to investigate the possibility of building online resources we could both direct researchers to in our email support and use as a complement to our in-person sessions. At this time, UUL had just built its first OER for students, a basic course on information search, and we were inspired by its interactive and engaging course format, as well as the structured methodology used in its development. In essence, OERs are "learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others." (UNESCO, 2019, p. 5). Although the use of OERs in doctoral student training and research support is not a well-researched topic (de Sousa, 2024), there are indications that researchers would like to see, and could potentially benefit from, more accessible, intuitive, user-centred, and digital resources and services (Pinfield et al., 2017; Burman, 2024).

Several potential topics were considered for our first course, ranging from comprehensive courses on open scholarship to quick guides on avoiding predatory publishers. However, the project team quickly agreed on Creative Commons as a pilot topic. Creative Commons licences are widely used in open

access publishing today, including for a significant portion of Swedish research output. They play a crucial role in making research more accessible and reproducible. As Stodden argues, “a scientific contribution is considered valuable if, among other things, researchers can reproduce the results successfully (verifiability), and the work is built upon it, thus uncovering new scientific discoveries. Copyright stands in the way of both actions.” (2009, p. 36).

Based on our email support interactions, we could deduct that many researchers still feel uncertain about how to choose a licence for their own work and how to correctly use licensed material. Examples of questions we have received from researchers on the topic include:

I’ve read the publisher’s guide and believe I should choose CC BY-NC-ND, but just wanted to check with the library first...

I want to reuse my CC-licensed article, can I do that without asking the publisher for permission?

Creative Commons licences

Creative Commons licences are open licences that “give every person and organization in the world a free, simple, and standardised way to grant copyright permissions for creative and academic works; ensure proper attribution; and enable others to copy, distribute, and make use of those works.” (Creative Commons, n.d.-b). In other words, by applying a Creative Commons licence to your work you let others know what they can do with it without having to ask for permission.

Researchers need information about Creative Commons licensing in several scenarios: when they publish open access through a publisher and sign a licensing agreement; when they want to share self-published material; and when they wish to use both their own and others’ published material in new publications. Few existing resources have focused specifically on licensing for scholarly publishing, and those that do are not designed to include practical examples to show what real-life licence choices might look like (see for example the guide from the National Library of Sweden, 2024a). The resources that cover both aspects have not been targeted at Swedish researchers, but there are examples in other countries, such as Braak et al. (2024) which is a resource for researchers from the Netherlands.

Building the Course

UUL’s first online course was developed using the ROAST framework, created by our colleague Anna-Karin Åsander (2021). We applied the same framework in building this course. ROAST offers a step-by-step approach to creating an OER and has been specifically designed for those with limited pedagogical training.

ROAST uses Constructive Alignment as its methodological and theoretical foundation. As the name suggests, Constructive Alignment is based on constructivism: the idea that learners create knowledge through what they do, and alignment: aligning the intended learning outcomes, the learning activities and the assessments with each other. The alignment manifests itself through the recurring use of one or two active verbs for each learning outcome, for the activities learners practice in the course and for what they are intended to achieve. In this way, the learners have a chance to assess whether they have acquired the intended skills and knowledge. (Åsander, 2021; Biggs & Tang, 2011)

ROAST consists of four steps:

1. Ringa in området (Define the area)

2. Formulera learning outcomes (Formulate learning outcomes)
3. Skapa learning activities (Create learning activities)
4. Skapa assessment tasks (Create assessment tasks)

Before going through these steps, ROAST encourages you to check your starting points in terms of target audience, level, form and platform.

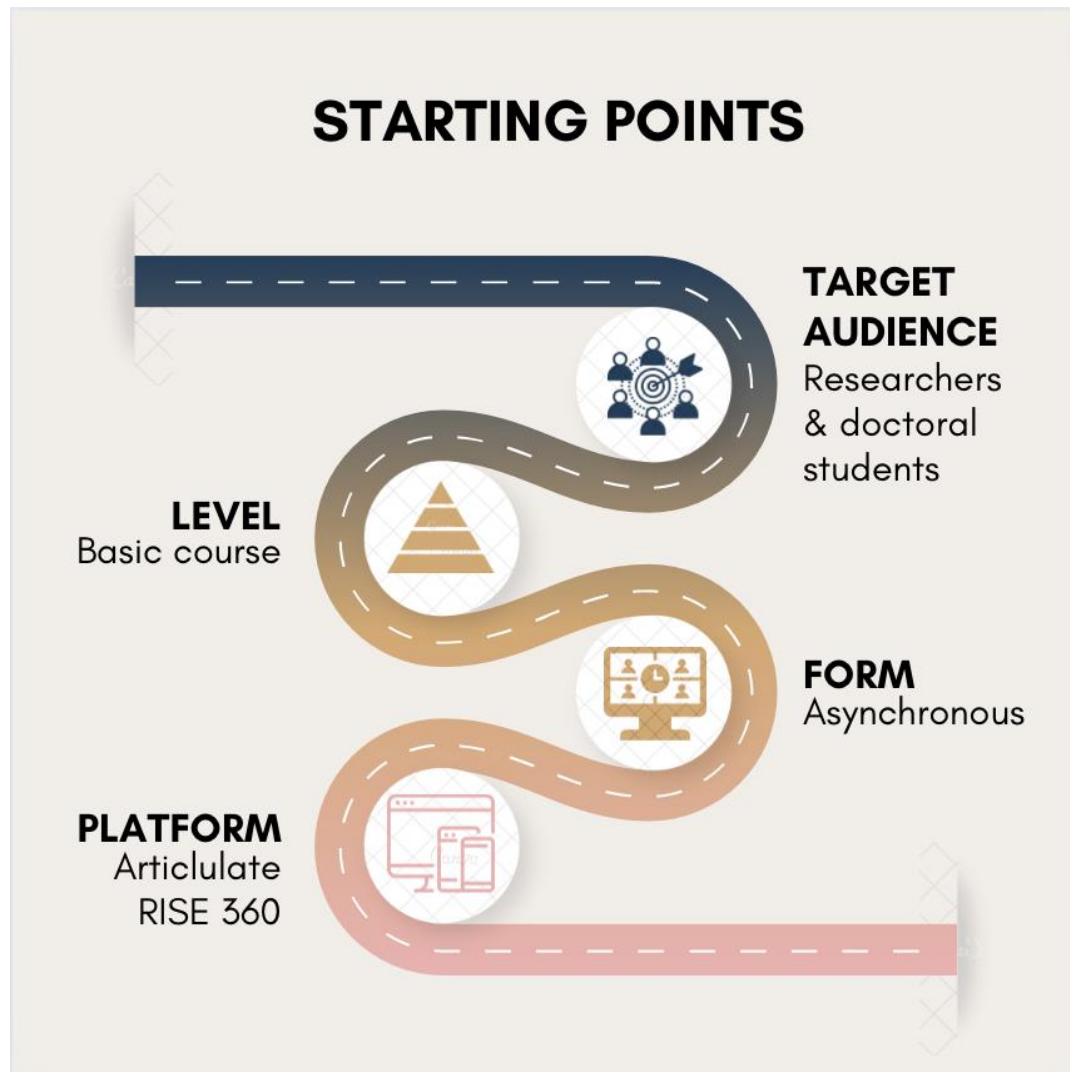


Figure 1. Starting Points with Examples from the Course

Figure 1 shows the starting points we chose for the course. We followed the same path as UUL's first OER in everything except the target audience. Doctoral students and researchers are the groups mainly engaged in scholarly publishing, so they are the audience for this course. Since Umeå University has doctoral students and researchers who do not speak Swedish, we decided to launch the course in both Swedish and English at the same time. We designed the course so that it would not require any previous knowledge about Creative Commons, and to be asynchronous, which means

that the participants would go through the course independently, at their own pace and outside of a structured classroom setting.

The course was built on Articulate Rise 360, an online course creation platform used both within and outside of academia (Articulate, n.d). The platform offers customisable blocks, including text, images, video and interactive elements, and allows multiple users to work collaboratively on creating and editing a course. Articulate Rise 360 had already been used for UUL's first online course and was selected based on requirements concerning interactivity, accessibility, design, export functions, and ownership of the created material (Åsander, 2021).

Step 1: Defining the Area

When defining the area, we concentrated on the choices and considerations involved in publishing and sharing research under an open licence. We wanted the course to serve dual functions: as a streamlined resource for busy researchers seeking an introduction to the topic, and as a reference for researchers with specific questions. In addition to Creative Commons licensing guidance, we wanted to include the basics of copyright as well as help to interpret a publishing agreement. The scope of the course was defined by questions regularly received by the library on these topics.

Steps 2-4: Learning outcomes, learning activities and assessment tasks

During these steps, we formulated learning outcomes and connected learning activities and assessment tasks to them. In figure 2, we show how an intended learning outcome can be coupled with a learning activity and assessment task.

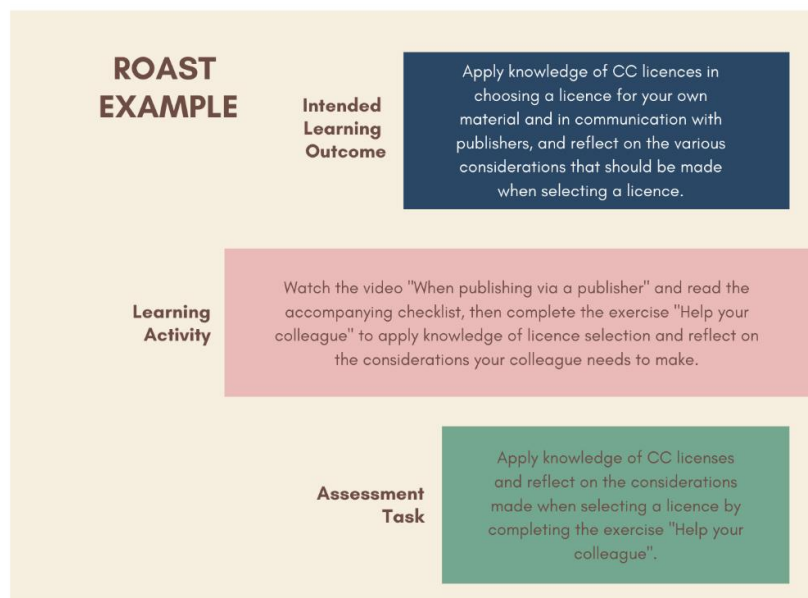


Figure 2. ROAST Example

With the content structure in place, we built the course on the Articulate Rise 360 platform. During this phase, we discovered and worked on several important aspects: which parts were better suited as videos than as text, how to divide the information into sections, and where interactive elements were needed to break up or replace text-heavy lessons. Once the first version of the course was

completed, we had pilot testers (researchers and librarians) try it out and provide feedback. Several lessons were further developed based on their input.

Finding the time to work on a project like this one is not always easy. However, thanks to flexibility in the scheduling of our outreach and other projects we were able to include course design in our regular routines. The project was initiated in 2022, and the first version of the course was available on the web in 2023.

The Result

When we launched the course in May 2023 it consisted of three sections with a total of 17 lessons. The lessons can all be traced back to the learning outcomes. As an addition to the three original sections (The Creative Commons licences, Publishing with a Creative Commons licence and Using material with a Creative Commons licence) a fourth section (An in-depth look at publishing with a Creative Commons licence) was added in a 2024 update of the course (see Figure 3).

THE CREATIVE COMMONS LICENCES	
☰ Section 1: The Creative Commons licences	
📖 Creative Commons licences: a guide for researchers	
🔍 What do the different elements mean?	
☰ When the licences are written in plain text	
🔍 That's almost all for section 1 – time to test your knowledge!	
PUBLISHING WITH A CREATIVE COMMONS LICENCE	
☰ Section 2: Publishing with a Creative Commons licence	
☰ A brief history	
☰ How licences work in scholarly publishing	
☰ What research funders say	
📖 When publishing via a publisher	
🔍 You've almost finished section 2 – but first, help a colleague!	
☰ Choose how you want to proceed in the course	
SECTION 3: AN IN-DEPTH LOOK AT PUBLISHING WITH A CREATIVE COMMONS LICENCE	
☰ Section 3: An in-depth look at publishing with a Creative Commons licence	
☰ How to license a publication yourself	
☰ When you want to license a preprint or postprint	
☰ When you want to license your thesis	
☰ When you are the publisher of a publication	
USING MATERIAL WITH A CREATIVE COMMONS LICENCE	
☰ Section 4: Using material with a Creative Commons licence	
☰ How to find Creative Commons licensed material	
☰ How to use Creative Commons licensed material	
🔍 That's almost all for section 4 – time to test your knowledge!	

Figure 3. The Four Sections of the Course

In order to make the course easy to follow, we focused on including one idea per sentence, using informative headings, and keeping the reader present as a “you” with an associated active verb as often as possible (Plain Language Association International, 2024). The snapshot of the lesson How licences work in scholarly publishing (Figure 4) includes examples of all these plain language practices.

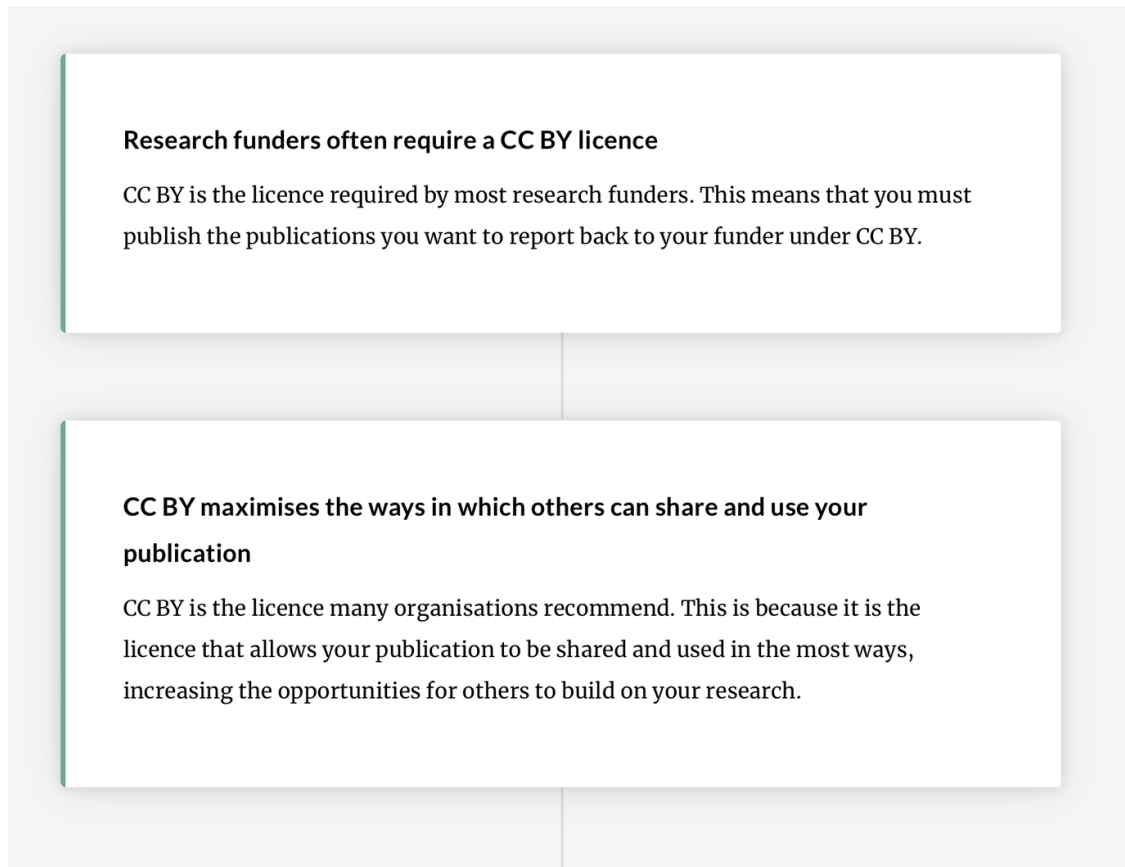


Figure 4. Snapshot of the Lesson “How Licences Work in Scholarly Publishing”

We have tried to keep the course engaging by including a variation between texts, films and interactive elements. Some interactive elements also serve as assessment tasks in the form of quizzes and scenarios. We turned two of our longer lessons into films. One of them was storyboarded by us and animated by the university’s internal film and photography service Inhousebyrån, and the other one was made entirely by us.

As mentioned earlier, we added a new section for special cases in a 2024 update to the course. In this section we address the licensing of preprints, postprints and doctoral theses and licensing for journal editors. At the end of section two, learners are presented with two buttons, allowing them to choose between entering this third, more in-depth, section or proceeding directly to section four. This solution aims to balance the desire to keep the course concise while still providing guidance for a variety of publishing situations.

Licensing the OER

OERs are listed as one of the six focus areas in the Swedish national guidelines for open science, which also state that open licences should be taken into consideration for OERs (National Library of Sweden, 2024b). Many in the OER community use David Wiley’s (2024) definition of an OER as either being in the public domain or licensed in a way that allows the 5R activities (retain, revise, remix, reuse, redistribute). According to Braak et al. (2024), OER licences should permit adaptations, as CC BY does,

potentially in combination with the elements NC and/or SA. However, the debate regarding whether the inclusion of NC and SA elements is compatible with the principles of a truly open educational resource remains ongoing (Wiley, 2024). The first OER created by UUL was released under a CC BY-NC-SA licence and after some deliberation, we opted for the same licence for this course. Scholarly publishing is a highly commercialised area, and we wanted to make sure this course or any course built on it was not used for commercial purposes.

Our choice of platform does not allow easy editing by others, potentially making the technical barriers to reuse more significant than the legal ones (Wiley, 2024). Given that the Articulate Rise 360 platform was already implemented in our organisation and that we found it to be very user-friendly, with an intuitive, inviting design for both creators and users, we did not explore other options at this time.

Reception and Feedback

So far, we have used the course primarily as a resource to recommend for further learning after lectures and in our email support. The course has proved to be a popular resource among colleagues, and librarians in Sweden, Finland, Norway, and Iceland have both taken the course for their own benefit and incorporated it in their doctoral courses and guides.

Examples of feedback for the course from anonymous participants include:

This is great! Wish my university had a guide like this.

Incredibly educational approach and fun course to take! I didn't know before that Creative Commons could be such an interesting topic.

You have worked so well with inclusion in your examples! I don't think I have ever seen a more diverse group of examples.

Your CC course is very nice and I have also shared it with colleagues – who were enthusiastic about both content and platform.

We are not currently gathering any statistics on the number of learners who access or complete the course.

Discussion

The following discussion explores the challenges and benefits of developing a course without pedagogical training, the dual-purpose design of the course as a resource both for training and for specific questions, considerations around usage statistics and evaluation, and our future directions for creating and improving OERs.

We chose to build the course ourselves in order to keep the project manageable within a fairly short time frame. It was determined that the associated benefits were worth the risks that could result from a lack of pedagogical training in the developing team. Indeed, mistakes were made in early drafts, such as creating learning outcomes with vague verbs (like “understand” or “be familiar with”) rather than more assessable ones (like “assess” or “describe”). Involving someone with pedagogical training could likely have improved certain aspects of the course.

We aimed to create a course that could be used in doctoral and researcher training, while also serving as a resource for specific questions. In hindsight, this dual purpose is probably not the most effective long-term solution. The platform currently lacks a way to search within the course or to ask questions

and receive direct responses. We are exploring the use of AI to develop a more interactive ask-and-answer service, aimed at providing researchers with quick and specific answers and input.

For this pilot resource, we chose not to collect usage statistics, as the way in which we share the course on our website does not allow this. We also decided against performing a systematic evaluation of the learning outcomes. We found it challenging to evaluate a resource which is not used in a formal teaching setting, and which is primarily consulted by researchers seeking quick information. Any feedback they provide is voluntary and mainly used to identify any issues or areas for improvement. For future resources, we plan to develop a more structured approach to tracking usage and evaluating outcomes.

In recent years, colleagues at UUL have developed several new OERs for students and teachers and the library is now offering guidance to other university departments on how to create them. The open access team has developed a microlearning resource for researchers – a bite-sized module that takes around 5-10 minutes to complete (Coursera, 2024) – on creating a strategic open publishing strategy. The resource has received positive feedback from our doctoral students and there have been requests for more resources on predatory publishing. Before we build any further resources, we want to discuss their focus and design with doctoral students and researchers. Overall, we are continuously exploring the development of OERs in various forms: as stand-alone courses and microlearning blocks; as modules to integrate into doctoral and researcher courses; and as interactive resources for addressing specific questions.

The project team at Umeå University Library consisted of Marika Lundqvist, Therese Nilsson and Johanna Österåker.

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The course

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Implementing a digital scholarship centre at the University of Oslo

Abstract

Academic libraries are being forced to innovate in the face of the increasingly digitalized nature of research. The creation of digital scholarship centres or programs is one way academic libraries are attempting to meet the evolving needs of researchers. Such centres are often highly heterogeneous, and implementation can be challenging. In this paper, we discuss the experiences gained during the development of the University of Oslo's Digital Scholarship Centre and some of the challenges that remain to be resolved. We hope that these experiences can aid other academic libraries in their work towards developing new services that support digital research activities.

Keywords: digital scholarship, academic libraries, research support

Introduction

Library services, and how they are accessed, have changed radically due to the increasing use of digital tools in research. Not only do researchers access scholarly resources digitally, but they also gather and analyse data, create scholarly outputs, and disseminate their results digitally. For example, research data archives create opportunities for researchers to share their research results in a transparent manner, enhancing reproducibility and reusability of research. Data analysis increasingly requires the use of digital tools such as programming languages (e.g. R, Python), analysis tools (e.g. Nvivo, Stata) or the use of high-performance computing clusters. This ongoing digitalization of research has led academic libraries to explore new ways of reaching and supporting research communities highlighting both functional and subject expertise (Johnson, 2019).

One way libraries have met these changing needs is through the creation of digital scholarship centres that provide services related to “the use of digital tools to create, analyse, and disseminate scholarly products” (Mitchem & Rice, 2017). Despite using the same label, these centres are as diverse as the universities that host them and are often tailored to the specific needs of their home university

(Wiggins et al., 2022). At the University of Oslo, there was a need to increase researchers' digital competency and provide relevant support for using digital resources in research and education (Ludvigsen et al., 2019).

As a step toward meeting these needs, the University of Oslo (UiO) Library officially launched its own Digital Scholarship Centre (DSC) in 2022. It also helped meet the library's goal of being a "visible and relevant partner and support in the research process" (University of Oslo Library Strategy 2030, 2020). The DSC would act as a hub and resource centre dedicated to supporting researchers in developing competency related to Open Science, data management, and digital skills as well as creating communities and networks related to digital research activities. The library faced, and continues to face, both opportunities and challenges with the development of this type of initiative. The focus of this paper is to present some of the experiences gained during the development of the DSC, discuss some of the challenges, and how these experiences could be useful for others.

Description of the Digital Scholarship Centre

The UiO Library is currently organized into the following departments: the Humanities and Social Sciences Library, the Medical and Natural Sciences Library, the Law Library, and Collections and Digital Services. The DSC is officially placed under Collections and Digital Services department but works to coordinate services and activities across all four departments, effectively acting as a hub for research support services at the library. This is reminiscent of a matrix-style organization (Ford & Randolph, 1992) where the DSC cuts across the four different departments that currently exist at the UiO Library.

Formally, the DSC consists of a single staff member, reporting to the director of Collections and Digitals Service, who leads the development of the centre and coordination of its activities. In addition, the Section for Open Research, in the Collections and Digital Services department, hosts two positions which have DSC related tasks as a part of their job description. This includes supporting course logistics and coordination, website updates, communication (i.e. newsletter, social media, blog), training in data visualisation, teaching in DSC related courses, and development of the Carpentry community. A strategic development group, consisting of 9 members representing the different library departments, meets regularly to discuss topics related to the development of the centre. Further the DSC channels courses and support from staff placed within multiple sections and departments of the library. In total, at least 15 library staff members (not including leadership) are involved in different aspects of DSC activity.

Services provided through the DSC involve training, advice and community/network building on topics related to research data management, open science, open access publishing, text mining, visualization, qualitative data analysis, systematic literature search, and reference management. Researchers and collaborators access the DSC's services virtually by email, internal chat platforms, or through the centre's website. To give an example of scale, in 2023, we held 27 freestanding courses (~3hrs) for over 700 participants within open science and research data management and received over 100 emails asking related questions. This does not include the courses on other topics, those integrated into master or PhD programmes, or custom workshops.

Training is typically organized as either open freestanding courses that run every semester or as an integrated part of existing courses at both the master and PhD level. Tailored workshops, courses and lectures are also provided upon request. The DSC also manages access to a physical space within the Humanities and Social Sciences Library that is suitable for workshops, courses, and similar activities and can be booked by anyone at the university.

Additionally, the DSC supports multiple networks and communities at the university including a data managers network¹, a Carpentries community², a ReproducibiliTea journal club³ and contributes to multiple other projects. Such networks are important cross-disciplinary meeting places which support knowledge exchange and relationship building on common issues across disciplinary and departmental boundaries. While the DSC supports these communities and networks with coordination and continuity, it is critical that they are member driven to ensure relevance and visibility. For example, the data managers network and the Carpentries community both have steering groups which guide the development of those networks.

As a hub of activity related to digital research activities, the DSC participates in interorganizational networks with other entities at the university to provide effective services in a complex environment (Provan & Lemaire, 2012). Specifically, the DSC collaborates with other support services at the university including faculty research support staff, the central IT department and central research administration.

History and Implementation of the Digital Scholarship Centre

Building support

The impetus for creating the DSC began with a former director at the UiO Library who took inspiration from ongoing work in other countries and through experiences collaborating with researchers. One such experience was the establishment of a Carpentries community at UiO by an engaged group of researchers who later approached the library for support (Rasmussen, 2018). This highlighted the need for initiatives building digital skills and methods, and for practical aid with organization of open courses. Another example is the library's collaboration on the MusicLab project, an innovative data collection project with a goal of pushing the boundaries of open research practices (Sørbo et al., 2023). Both initiatives are examples of the complexity regarding digital transformation of research and the need for expertise and guidance in addition to practical support.

In both cases above, the library stepped up as a partner, one that can build partnerships across disciplinary boundaries and that has expertise related to supporting transparency and quality in research. These partnerships have proven to be invaluable in developing networks with influential researchers, strengthening internal competence in these areas, and understanding of researcher needs.

Partnerships such as these and ongoing research on how to provide research data services (Kvale, 2021) were the basis for the idea for creating a DSC at UiO. The idea was inspired by centres at other universities that provide similar services (Lippincott et al., 2014). Such centres share some characteristics but vary widely in organizational structure, competencies, resources, and goals (Sinclair, 2014).

In 2019, the library succeeded in building support for the DSC concept and it was subsequently written into the university's strategic development plan for infrastructure and IT related services (Ludvigsen et al., 2019). The library here proposed the DSC as a type of "competence centre for IT in research and education" (Ludvigsen et al., 2019, p. 21) where researchers could get support with using digital tools and resources in their research. The DSC was considered a response to the gap between digital competence among researchers and the accelerating pace of digitalization of research processes. The efforts of the library leadership in getting the DSC concept embedded in an

¹ <https://www.ub.uio.no/english/libraries/dsc/data-managers-network/>

² <https://www.ub.uio.no/english/libraries/dsc/carpentry-uio/>

³ <https://www.ub.uio.no/english/libraries/dsc/open-repro-research/reproduciblitea/index.html>

important strategy document was a critical factor in enabling the library to successfully build the centre. Without this, the library would not have been able to apply for funding or gather the necessary resources.

Development of the DSC officially began in 2019 with the Medical and Natural Sciences department of the library hiring a project manager (the first author) to initiate and lead the project. The project manager had responsibility for writing a project funding application with a project plan, vision, and budget. The vision was to create a resource centre for researchers to access support on digital research processes and skills development. The project plan involved four main activities: information gathering, relationship building, service development and prototyping, and creating a proposal for how the centre can be organized.

Project phase

The project proposal received funding for 3 years from strategic funds made available through the strategic plan mentioned above. To ensure that the project progressed appropriately and to maintain visibility and support for the project, a steering committee was formed to directly involve external stakeholders in the project. The committee consisted of the head of the university's IT department, the head of the central research administration, and a researcher with an interest in digital skills development. Feedback from this group was invaluable and proved to be important for securing support at the university. In particular, the IT-department has been an important stakeholder throughout the process by providing feedback, involving the centre in applications and committees, and referring researchers to centre services.

Once funding was secured, a second person with a design and UX background was hired to contribute to information gathering, service development, and supporting two community-driven initiatives. Information gathering involved both interviews and collecting existing literature to better understand existing services and researcher needs. In the spring and fall semesters of 2020, we conducted a series of interviews with four subject specialists at the library, fifteen established researchers, seven early career researchers, and five support staff from different disciplinary backgrounds. The initial interviews and meetings with library staff gave a starting point for understanding existing library services and identifying interview candidates. Subject librarians helped with contacting potential candidates and were invited to participate in interviews with researchers and support staff from the disciplines they support. The team then used an iterative thematic analysis to identify and understand available resources, existing services, researcher needs, and potential challenges. The results were important for guiding service development and developing a proposal for how the centre should be organized.

In parallel, the second project member had responsibility for following up two digital skills related initiatives (i.e. Carpentries@UiO and CodeRefinery) where the library was a partner. Both initiatives are international and community-driven, and the library provided coordination, communication, and community-building support plus access to physical spaces. Specifically, she worked with community members to organize workshops and study groups, participated in events, helped communicate and spread information about events, and contributed to recruitment. Supporting these initiatives has been important for competence development, network building, and visibility of the DSC. Carpentries@UiO is still a key pillar of DSC's service portfolio today.

As part of the service development and prototyping part of the project plan, we worked closely with a parallel project on expanding training in research data management. We also provided input on other activities and events which helped identify additional services which could potentially be delivered through the DSC. For example, the increasing interest in understanding open research

practices and how they can support transparency and reproducibility was the motivation for developing courses, events, and services on the topic. Similarly, opportunities arose around supporting data visualisation, qualitative data analysis, and text mining. These opportunities were developed together with library staff who had an interest in these topics and relevant background. This required a degree of flexibility and a willingness to fail and learn from those failures. Today, digital skills training through Carpentries@UiO, research data management services, visualisation, open and reproducible research, reference management tools, qualitative data analysis software, and systematic searches form the basis of the DSC portfolio.

As a part of relationship building activities, the DSC concept was presented to leadership and strategic partners across the university. Initially, there was scepticism around these types of services being organized in the library, and not somewhere else like the IT department, due to presumptions about its role and competencies. Over time, the library was able to build support for the concept by delivering courses and advisory services based on researcher needs and by showing the library's ability to facilitate community development across the university.

Transition from project to centre

As the project reached the end of its funding in 2022, there was a need to decide whether the DSC should continue or not and, if so, how to continue funding its activities. Based on the successes with service development, network building, and improving visibility, the library leadership decided that the DSC would formally move from being a project to becoming a permanent part of the library.

To support this transition, an implementation project was started with involvement from staff across the library. First, to provide the DSC with a high quality physical presence, a quiet reading room on the first floor of the Humanities and Social Science library was converted to a flexible and well-designed physical space for use with courses, workshops, and events. To improve its digital appearance, a website highlighting the different services represented by the DSC was also created.

To create visibility and engagement with the DSC, an opening event with an introduction by the rector and presentations from researchers who have used our services was held in June 2022. A larger event consisting of a series of 24 open workshops in digital methods and skills which attracted over 200 attendees was held in January 2023 (Kvale et al., 2023). The unique aspect of this event is that all workshops are organized and run by researchers at the university that we recruit through our network. It has become a community-based initiative that we continue to run every year under the name Digital Scholarship Days.

To ensure that the DSC had the necessary resources, the staffing and competency requirements for the DSC were also assessed. This involved reviewing the services and aspirations of the DSC and identifying the necessary staff and skills required to be able to deliver high quality services. An important recommendation that came out of this plan was to establish a strategic development group consisting of individuals who deliver services via the centre. The group was established in November 2022 and has responsibility for creating and implementing a development plan for the DSC.

Organizationally, it was decided that the library would gradually take over funding the centre once project funding ended in 2024. The DSC project manager became the leader of the DSC and was moved from the Medical and Natural Sciences library and placed under the director of the Collections and Digital Services department.

Challenges faced during the implementation

A new silo?

The DSC is an innovative project for both the university and the library. It represents a new way of organizing and delivering services through cross-organizational networks, the development of new services, a community-building approach to competence development, and the repackaging and communication of existing services. As with many innovative projects, it is often recommended to keep the innovative part of the organization separate from the rest (Christensen, 2015, p. 100) until it can be proven to be successful. This is an effort to shield the innovative project from existing practices and culture, giving them freedom to build something new, and that may potentially threaten existing operations. It can also shield the organization from collateral damage if the innovative project fails.

A challenge with this approach is that it can create a type of silo where the innovative activity operates with little input or interaction with other parts of the organization. Such a situation has emerged recently with the DSC with some of the departments reacting to the perceived distance between the Centre and their research support activities. Maintaining good communication channels within the organization is important for coordinating the diverse range of activities represented by the DSC. A lack of coordination has at times led to duplication, poor decision making, and frustration among library staff.

Hannah et al., (2020) observed this situation occurring with similar centres at other universities. They suggest that creating an organizational structure that supports interaction between digital scholarship services and subject specialists can help build understanding, engagement, and potentially also skills. They also highlight the need for incorporating learning into subject specialists' daily work such as through small projects which require these skills and incorporating them into teams or cohorts where they will get exposed to digital scholarship services.

The UiO Library has attempted to reduce the impact of silos by setting up a strategic development group consisting of a selection of individuals who provide DSC related services. Currently, the group has 9 members and is mandated to create and implement a strategic development plan for the DSC. The group allows everyone to stay informed, supports the DSC leader to identify emerging issues, and acts as a source of inspiration for new activity. Coordination meetings have also been organized between relevant section managers and the DSC to keep everyone updated on emerging issues related to research support services.

What is research support?

Another issue that has emerged is the lack of clarity around what constitutes research support at the library and who has responsibility for which service. For example, where is the boundary between traditional or existing library services and recently developed services considering that digital tools are used for both? How do we distinguish between educational support, digital research support, and research support provided by subject librarians? What is the library and DSCs role compared to other research support entities at the university (e.g. IT department, local research support, central administration)?

These definition and organizational challenges have led to a lack of clarity around areas of responsibility which results in information flow being based on personal relationships rather than through formal and visible channels. It can also mean that multiple, overlapping initiatives are created which leads to redundant and at times conflicting work. Individual staff members' ability to prioritize is hindered since they are not able to identify if one activity is of greater importance than another.

Visibility and preconceptions

One of the major challenges throughout the development of the DSC has been attaining sufficient visibility and endorsement for the concept. Academic libraries have for the last decade undergone a transition, moving from being solely a service provider to also be a research partner and pioneer (Greenhall, 2019; Johnson, 2019). However, university leadership and research support staff are often unaware of the library services due to existing preconceptions. This is often the case when innovative initiatives are started in organizations embedded in an institutional context with strong tradition and identity (Phillips, 2014, p. 492).

By packaging these services under the DSC label, we have avoided these preconceptions about what a library offers. This approach has helped increase the visibility of library services and enabled tailoring website content and communication towards researchers and research support staff.

In addition to using the DSC label, the centre leader actively seeks out opportunities to hold presentations for university leadership, research support staff, and researchers both centrally and at each faculty. The goal of such presentations is to increase awareness of the services provided by the DSC, understand what the different individuals perceive as important, and building relationships across the university. This proactive approach has created multiple opportunities for library staff to get involved in researcher training at multiple faculties, participate in highly visible projects related to data management, and be invited to hold talks or workshops for research groups. Additionally, this has highlighted the centre as a partner in research and infrastructure projects (currently five different internal projects) and created opportunities for library staff to contribute.

The drawback of this approach is that it reduces the visibility of the library itself and create challenges with how information flows through the organization. The DSC can appear as something separate from the library leading to confusion about who researchers should contact.

Conclusions

While there are challenges which needs continuous attention as discussed above, the UiO Library's DSC has been successful in communicating what support the library can provide related to digital research activities. We see a strong interest in courses, in particular the Digital Scholarship Days event which is also receiving overwhelmingly positive feedback from participants. The domain and functional expertise offered to researchers through the DSC crosses disciplinary boundaries with a focus on skills, tools and methods which are used across domains. Questions directed to the DSC's point of contact are often examples of the complexity researchers navigate in developing and conducting research projects. DSC has also led to an increased understanding of how the library can contribute to the different stages of the research process. A growing number of requests to become a partner in different research and infrastructure projects tells us about a new perception of what the library can offer. Hopefully, these insights will have relevance for other academic libraries seeking to build digital scholarship services.

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Fra kildekritik til kritisk kildebevidsthed

Et practice paper om gentænkning af undervisning i kildekritik ved AU Library

Abstract

This article presents the work of a group of information specialists at AU Library and the teaching materials for source evaluation instructions they have developed based on a new concept. Librarians play a crucial role in enhancing students' critical awareness and ability to evaluate information sources in a dynamic, information-rich environment characterized by an ever-increasing volume of information, including misinformation, fake news, and AI-generated content. Drawing on research on current issues related to how librarians teach and how students perceive source evaluation, the group focused on teaching inspired by a new concept, critical source consciousness, rather than relying on the more traditional checklist approach to source evaluation. Critical source consciousness is an approach to source evaluation that supports university students in their independent critical reflections on various information sources. This includes considering the context in which they intend to use the source, the context of their information search process, and the context in which the source was produced. The teaching materials are based on four different reflection perspectives: Origin, Publisher, Content, and Context, and are available in Danish through an open e-learning platform.

Keywords: information literacy, source consciousness, source evaluation, source criticism, critical information literacy, library instructions

Indledning

Universitetsbiblioteker har en vigtig opgave i at styrke studerendes kritiske sans og evne til at kunne vurdere informationers kvalitet i et informationsmiljø præget af fake-news, misinformationskampagner, falske tidsskrifter, og stigende brug af kunstig intelligens i fremstillingen af information (Steen-Hansen & Hofmeister, 2024). I rapporten *Informationskompetence på tværs af uddannelsestrin – et litteraturreview* peger Tænketaanken Fremtidens Biblioteker (2023) på, at de studerendes informationskompetencer generelt set ikke er gode nok, heller ikke når det kommer til kildekritik.

Fælles for alle tre uddannelsesstrin er, at de unge ikke forholder sig kritiske nok til den information, de søger frem, i særdeleshed i forhold til internetkilder. Eleverne og de studerende er ikke gode nok til at sikre kvalitet og validitet, og udvælgelsen af kilder sker i høj grad på baggrund af instinkter og tilfældigheder.

(Tænketanken Fremtidens Biblioteker, 2023, s. 8)

I denne kontekst er det nærliggende at konstatere et behov for at gentænke og udvide den måde, vi som universitetsbiblioteker underviser i kildekritik. Samme tendens finder blandt andre Hilde Moore i artiklen "Mind the Gap!" Her peger hun på modsætningsforholdet mellem, at verden i dag er præget af informationsoverload og fake-news, og at studerende peger på kildekritik som den mindst brugbare del af bibliotekers undervisning (Moore, 2022).

Med afsæt i denne problematik har en arbejdsgruppe ved AU Library udarbejdet et nyt undervisningsmateriale til universitetsbibliotekets undervisning i kildekritik. Undervisningsmaterialet i *Kritisk kildebevidsthed* kombinerer objektiv vurdering af kilder med overvejelser om den studerendes eget informationsbehov og kontekst, hvilket bidrager til en reflekteret og meningsfuld tilgang til emnet. Undervisningsmaterialet henvender sig til bachelor og kandidatstuderende¹ og materialets læringsmål har en indbyrdes sammenhæng og progression samt en række øvelser. Undervisningsmaterialet suppleres af en underviservejledning, så undervisningen kan implementeres af og formidles til kollegaer i og uden for egen institution. Materialet, der ligger frit tilgængeligt på en åben e-læringsplatform, præsenteres i følgende practice paper i forhåbning om, at det kan inspirere andre nordiske universitetsbiblioteker.

Aarhus Universitet og AU Library

AU Library er universitetsbibliotek for Aarhus Universitet og understøtter studerende og forskere ved universitetets fem fakulteter: Arts, Natural Sciences, Technical Sciences, Health, samt Business and Social Sciences. AU Library's biblioteksservice er centreret omkring kerneydelserne informationsforsyning, brugerbetjening, forskerservice og uddannelse. Organisatorisk er AU Library opdelt i afdelinger tilknyttet hvert fakultet, men bibliotekets medarbejdere samarbejder om kerneydelserne i faglige teams, der går på tværs af afdelinger og fakulteter. Undervisningsmaterialet i kildekritik er udarbejdet i regi af teamet specialiseret inden for kerneydelserne uddannelse, der arbejder med at udvikle og strømline den undervisning, biblioteket tilbyder universitetets medarbejdere og studerende.

AU Library's undervisere arbejder løbende på at give den bedste og mest relevante undervisning, der er integreret i den faglige undervisning på det rette tidspunkt og tilpasset de studerendes niveau. Aarhus Universitets forskellige fakulteter og uddannelser stiller forskellige krav til de studerende og afsætter varierende tid og ressourcer til bibliotekets undervisning, ligesom de studerendes behov og forudsætninger varierer. AU Library har derfor ikke en fast skabelon eller standard for, hvordan der undervises i informationskompetence på de forskellige uddannelser. For at sikre, at vi kan arbejde målrettet og velfunderet med undervisningen, har biblioteket derimod en række læringsmål, der varierer fra fakultet til fakultet, men følger samme grundstruktur og læner sig op ad universitetsuddannelsernes læringsmål.

For at sikre undervisningsmaterialets brede faglige relevans blev arbejdsgruppen sammensat af bibliotekarere og informationsspecialister, der dækker institutter fra universitetets fem fakulteter. I

¹ En universitetsuddannelse i Danmark består af en bacheloruddannelse, der typisk varer 3 år og afsluttes med en bachelorgrad, samt en kandidatuddannelse, der varer 2 år og afsluttes med en kandidatgrad.

forlængelse heraf har projektets målsætning været at udvikle læringsselementer til undervisning i kritisk kildebevidsthed, der kan integreres i den eksisterende undervisning, være brugbar på tværs af fakulteter og uddannelsesniveauer, og videreformidles til kollegaer i og uden for vores egen institution.

Fra kildekritik til kritisk kildebevidsthed

Inden for undervisning i kildekritik findes en lang række evalueringsmodeller og tjeklister, der er designet til at hjælpe studerende til at undersøge informationskilders objektive autoritet og troværdighed. Ofte med afsæt i en række kriterier, der generelt omhandler informationskildens relevans, autoritet, troværdighed, aktualitet og formål. Eksempler herpå er den såkaldte CRAAP-test, der opstiller evalueringskriterierne: Currency, Relevance, Authority, Accuracy & Purpose (Blakeslee, 2004) og tilgangen kendt som the Five W's, med kriterierne Who, What, When, Where, Why (Johannessen, 2017). Sådanne evalueringsmodeller er udviklet til at understøtte studerendes kildekritiske undersøgelser af informationsmaterialer, idet de giver en række faste holdepunkter. Nyere forskning inden for informationskompetence har imidlertid peget på en række uhensigtsmæssigheder ved tjeklistetilgangen. I mange tilfælde kræver det domænespecifik viden, som de studerende ikke kan forventes at have; eksempelvis når man i CRAAP-testen skal vurdere en kildes Accuracy (Russo m.fl., 2019). Tjeklisterne opfordrer typisk heller ikke de studerende til at medtænke deres egne subjektive informationsbehov, idet tjeklisterne netop er fokuserede på at give en objektiv vurdering af informationskilderne (Moore, 2022). Hvis tjeklisterne ses som værende ufravigelige er der derfor også en risiko for, at tjeklistetilgangen kan resultere i falske negative, hvis en kilde vurderes som dårlig ud fra kriterierne, selvom den er brugbar i den studerendes specifikke kontekst (Hjørland, 2012).

Den kritik, der er blevet rettet mod de generiske evalueringsmodeller, skal ses i relation til, at undervisning i informationskompetence de seneste 10 år har bevæget sig væk fra en rent færdighedsbaseret undervisningstilgang til en mere refleksiv og handleorienteret tilgang (Folk m.fl., 2024). Det indebærer blandt andet, at undervisning i videst muligt omfang skal være pensumrelateret, praksisorienteret og integreret i den faglige undervisning på uddannelsesinstitutionerne (Slyngborg, 2022). Med andre ord har de generiske tjeklister ikke fulgt med tidens undervisningstendenser, idet de ikke fremmer en egentlig kritisk tænkning og refleksion hos de studerende.

Tendensen ses også hos Moore, der foreslår at lade bibliotekers traditionelle tilgang til kildeevaluering suppleres med en ny og mere refleksiv tilgang, som Moore kalder *source consciousness*, altså kildebevidsthed (Moore, 2022). Det centrale for Moore er, at de studerende skal reflektere over deres egen motivation for og intention med at bruge en kilde. Herunder overveje, om de behøver at citere en kilde i deres endelige tekst eller blot har brugt den som led i en indledende og afklarende proces, og om de valgte informationskilder bidrager til en akademisk debat og dermed muliggør en interessant diskussion (Moore, 2022). Russo m.fl. (2019) peger ligeledes på, at de studerendes egne informationsbehov bør stå helt centralt i evalueringen af en informationskilde. Således fastslår de, at et indledende spørgsmål, der går forud for den øvrige evaluering af informationskilder, bør være "hvorfor leder jeg efter information?". Med andre ord at de studerendes informationsbehov udgør en kontekst, der har betydning for, hvilke informationskilder, der kan være passende. I den forstand er det den studerende, der kommer til at stå i centrum for kildeevalueringen. Netop denne bevidsthed om, at en informationskildes værdi ikke udelukkende afhænger af dens objektivitet, pålidelighed og troværdighed, men også af hvordan kilden anvendes, har stået i centrum for vores arbejde.

Undervisningsmaterialet i kritisk kildebevidsthed kombinerer de to kildekritiske tilganges overordnede fokus på henholdsvis kildens (objektive) troværdighed og kildens (subjektive) relevans for den studerende. Undervisningsmaterialet fastholder de traditionelle evalueringsmodellers orientering mod objektive forhold ved kilden, men udvider med det nyere fokus på informationsbrugeren selv og den studerendes specifikke informationsbehov. Undervisningsmaterialets pointe er, at en kilde som udgangspunkt ikke kan godtages eller kasseres med afsæt i de objektive forhold alene. Undervisningsmaterialet bidrager til en refleksiv og kontekstafhængig kildeforståelse blandt de studerende ved i første omgang at lade de studerende analysere selve informationskilden, dens ophav, tilblivelseskontekst og eventuelle bias, og med afsæt heri overveje, hvad det betyder for den studerendes egen brug af kilden.

Undervisningsmaterialet i kritisk kildebevidsthed

Undervisningsmaterialet i kritisk kildebevidsthed består helt overordnet af to læringsmoduler samt en undervisningsvejledning, hvor materiale, koncept og øvelser er beskrevet, så undervisningen nemt kan implementeres af andre. Materialet er udarbejdet på dansk og tilgængeligt via en CC-BY-NC-licens på den åbne fællesnordiske e-læringsplatform LearningLib.²

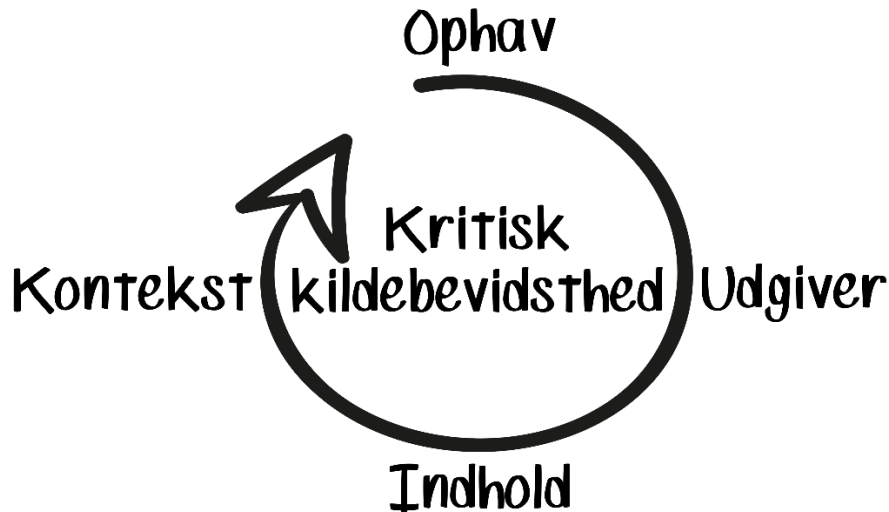
Undervisningsmaterialets omdrejningspunkt er de fire overordnede refleksionspunkter: Ophav: Hvem har skrevet teksten? Ud giver: Hvor kommer teksten fra? Indhold: Hvad står der i teksten? og Kontekst: Hvad skal du bruge teksten til? Netop disse refleksionspunkter er udvalgt på baggrund af gruppens indledende arbejde med at udvikle læringsmål for undervisningen. Læringsmålene er med udgangspunkt i de allerede etablerede tjeklister, Moors MIND-model samt en analyse af den eksisterende undervisning i kildekritik ved AU Library inddelt i de temaer, der er repræsenteret i refleksionspunkterne.

De to læringsmoduler henvender sig til studerende på henholdsvis bachelor- og kandidatuddannelser.³ Læringsmodulerne følger den samme struktur og de samme refleksionspunkter for at opbygge en genkendelig refleksionsramme og metode til at vurdere kilder ud fra et helhedsorienteret perspektiv.

Hvert læringsmodul består af en PowerPoint-præsentation, der er opdelt i tre typer slides: refleksionspunkter, begrebs-forklaringer og øvelser. Hvert refleksionspunkt har et slide, der skal inspirere til at undersøge en kildes troværdighed, autoritet og anvendelighed. Begrebs-forklaringerne uddyber og forklarer specifikke begreber og koncepter nævnt under refleksionspunkterne, herunder bibliometri og peer review. Disse slides kan medtages i undervisningen efter behov. Øvelserne, der ligger til sidst i modulerne, skal give de studerende erfaring med at omsætte refleksionspunkterne til praksis, og er designet så de kan tilpasses forskellige fagområder for at fremme læring og motivation. PowerPoint-præsentationerne er bygget simpelt op for at sikre størst mulig fleksibilitet til at bruge hele materialet, plukke ud, eller skjule slides efter behov.

² <https://learninglib.org/2024/01/10/kritisk-kildebevidsthed/>

³ Opdelingen i et bachelor- og et kandidatniveau har afsæt i AU Library's målsætning om at levere indlejret undervisning flere gange i løbet af de studerendes studietid for at opnå en bedre progression og rettidig undervisning. Undervisningsmaterialet er fleksibelt nok til at kunne bøjes i henhold til forskellige forudsætninger og rammer, ligesom materialets to niveauer kan integreres til et samlet undervisningselement, i tilfælde hvor det er det mest hensigtsmæssige.



Figur 1. Illustration af de fire refleksionspunkter fra undervisningsmaterialet i kritisk kildebevidsthed.

De fire refleksionspunkter udgør altså omdrejningspunktet i undervisningsmaterialets formulering af kritisk kildebevidsthed. De første tre refleksionspunkter (ophav, udgiver og indhold) ligger i forlængelse af traditionelle kildekritiske evalueringsmodeller, mens det fjerde refleksionspunkt (kontekst) sætter den studerendes eget informationsbehov i centrum for undersøgelsen af kilden. Ved at lade den studerende nærme sig kilden gennem undersøgelsen af dens ophav, udgiver og indhold og herigennem få en dybere forståelse for kildens tilblivelseskontekst og eventuelle bias, får den studerende bedre forudsætninger for at overveje, hvad det betyder for den studerendes egen brug af kilden. I den forstand understøtter undersøgelsen af de første tre refleksionspunkter den studerendes overvejelser omkring det fjerde refleksionspunkt – kan *jeg* bruge kilden og *hvad* kan jeg bruge den til? I forlængelse heraf har det været vigtigt, at refleksionspunkterne ophav, udgiver og indhold ikke fremstilles som kriterier, der enten blåstempler eller udelukker en kilde, men netop som refleksionspunkter, der skal hjælpe de studerende til at tænke rundt om kilden.

I undervisningsmaterialet er der i forlængelse af hvert refleksionspunkt opstillet en række underspørgsmål, der skal omsætte læringsmålene til praksis. For eksempel er det under refleksionspunktet Ophav et læringsmål på bachelorniveau, at den studerende skal kunne reflektere over ophavets baggrund, institutionelle tilknytning og andre publikationer. Derfor er der opstillet underspørgsmål, der understøtter dette. På kandidatniveau er det et læringsmål, at den studerende skal kunne undersøge ophav nærmere via for eksempel citationsanalyser og reflektere over ophavets motivation for at skrive teksten, og derfor vil underspørgsmålene understøtte dette. Underspørgsmålene fungerer som mulige åbninger for overvejelser og diskussioner, og er ikke opstillet som en tjekliste, der kan krydses af og tælles sammen.

Som Moore understreger, kan forskellige typer kilder bruges til forskellige formål, herunder inspiration, teori, argument, modargument og empiri. Men hvis de studerende udelukkende forholder sig til objektive forhold ved kilden selv, risikerer denne pointe at gå tabt og potentielt set anvendelige kilder udelukkes som konsekvens heraf. Derfor stiller det fjerde refleksionspunkt skarpt på kildens kontekst ud fra forskellige vinkler. Kontekstpunktet skal hjælpe den studerende i gang med at reflektere over den kontekst, som kilden er opstået i, den kontekst de har fundet kilden i og ikke mindst den kontekst, hvori kilden benyttes. De studerende opfordres også til at reflektere over egen

motivation for valg og fravalg af forskellige kilder og i forlængelse heraf til at overveje deres egen position i søgeprocessen, herunder risiko for bias i udvælgelsen af søgeord og bevidst stillingtagen til inklusion- og eksklusionskriterier. Også i forhold til indhold genereret af kunstig intelligens, skal de studerende være i stand til at kunne reflektere over den kontekst, materialet er blevet til i, for eksempel datagrundlaget, som har genereret indholdet.

De studerendes arbejde med refleksionspunkterne understøttes som nævnt af øvelser, der sætter overvejelser om ophav, udgiver, indhold og kontekst i relation til konkrete situationer og kildetyper. Øvelserne er tilrettelagt, så de studerende indledningsvist arbejder selvstændigt i mindre grupper, efterfulgt af fælles, underviserfacileret opsamling og diskussion. For at sikre, at materialet kan implementeres på tværs af uddannelser, tager øvelserne afsæt i emner med bred faglig relevans. For eksempel vil et emne om sociale medier og unges mentale sundhed være relaterbart for mange humanistiske og samfundsfaglige samt visse sundhedsfaglige uddannelser. I de tilfælde, hvor et emne ikke er fagligt relevant, kan øvelserne tilpasses, så grundstrukturen fastholdes, mens emne og kildemateriale udskiftes. I undervisningsvejledningen indgår der drejebøger for alle øvelser, hvor øvelsernes formål, arbejdsform og tidsramme er beskrevet, ligesom underviseren her finder inspiration til de opsamlende diskussioner.

Øvelserne understøtter undervisningsmaterialets overordnede argument om, at de studerendes kildekritik både skal forholde sig til informationskilders (objektive) troværdighed og kildernes (subjektive) relevans, samt give de studerende konkrete erfaringer med at kombinere de to tilgange til et materiale. Et eksempel herpå er øvelsen Kritisk vurdering af ophav og kilde. Det overordnede formål med øvelsen er at lade de studerende forholde sig kritisk til informationskilder ud fra ophav og kildetype, og reflektere over, hvilken betydning disse forhold har for brug af kilden. Øvelsen består af tre mindre opgaver. I første opgave bliver de studerende præsenteret for følgende scenarie: De skal i gang med en opgave om mistrivsel på sociale medier blandt unge i alderen 12-18 år og har fundet en akademisk artikel (referencen udleveres i øvelsen). De studerende skal undersøge artiklens ophav for at lave en indledende vurdering af, om artiklen er værd at læse, eller om de kan afskrive den på forhånd. Undersøgelsen heraf understøttes af en række underspørgsmål. Opgaven giver de studerende erfaring med at undersøge en kildes ophav, men kan også igangsætte en samtale om, hvilke forhold, der har indflydelse på antal citationer, og hvilke fordele og ulemper brugen af bibliometriske indikatorer til vurderingen af informationskilder kan have. I den anden opgave får de studerende udleveret en kronik og bliver bedt om at forholde sig til, om den er relevant for deres opgave. De opfordres blandt andet til at reflektere over: 1) om forskeres motivation for at skrive nyhedsartikler og debatindlæg adskiller sig fra deres motivation for at skrive akademiske artikler. Og 2) om udgivelsestype har indflydelse på, hvordan de skal forholde sig til artiklerne og om/hvordan de kan inddrage dem i deres opgave. Denne opgave kan starte en samtale om, hvordan forskellige materialetyper kan anvendes til forskellige formål. For eksempel at forskere, der udtaler sig i medierne, ofte udtaler sig som offentlige eksperter, der analyserer og vurderer aktuelle hændelser, undersøgelser og politiske spørgsmål og i mindre grad udtaler sig om egen forskning (Johansen & Johansen, 2022). Dermed kan forskeres udtalelser i nyhedsartikler pege på nye spørgsmål eller problemstillinger og dermed inspirere de studerendes egne undersøgelser. Underviseren kan inkludere begrebs-forklaringer i den efterfølgende diskussion, hvis det vurderes, at de studerende har brug for yderligere støtte til at besvare opgaven. For eksempel begrebsforklaringen fra undervisningsmateriales første modul, der beskriver forskellen mellem nyhedsartikler og videnskabelige artikler.

Erfaringer

Arbejdsgruppens sammensætning af informationsspecialister fra universitetets fem fakulteter har som nævnt beriget projektet med forskellige perspektiver på specifikke behov og forudsætninger blandt de studerende. At undervisningsmaterialet er blevet kvalificeret til at være relevant for flere

faggrupper og ikke ud fra blot et enkelt perspektiv har sikret, at materialet er blevet mere fleksibelt og alsidigt, og dermed nemmere kan tilpasses forskellige betingelser. Dog har den brede faglige repræsentation medvirket, at arbejdsgruppen ikke har haft regelmæssig kontakt, da vi er spredt udover forskellige lokaliteter. Dette, kombineret med at projektet har kørt sideløbende med den daglige drift og andre opgaver, har medført en lang projektperiode med start i august 2023 og afsluttet i oktober 2024. Projektet ville derfor have haft gavn af en mere struktureret projektplan og bedre tidsallokering. Fraværet heraf har blandt andet resulteret i, at der ikke har været indlagt testfaser og at undervisningsmaterialet ikke er blevet testet i sin helhed. Der vil derfor være behov for løbende justeringer baseret på den feedback, gruppen modtager fra kolleger, der anvender materialet. Arbejdsgruppens egne erfaringer med undervisningsmaterialet indikerer, at der kan være behov for at justere materialets omfang, især givet den ofte begrænsede tid, der afsættes til den indlejrede biblioteksundervisning. I det videre arbejde med materialet kan der potentielt udvikles et længere læringsmodul, som de studerende kan gennemføre selvstændigt.

Konklusion

Denne artikel giver et indblik i, hvordan en arbejdsgruppe ved AU Library har omsat teoretiske diskussioner om kildekritik til praktisk undervisning. Formålet med arbejdsgruppen var at udvikle undervisningsmateriale, der fremmer en mere reflekterende og meningsfuld tilgang til kildekritik. Arbejdet tog især udgangspunkt i Hilde Moores begreb *source consciousness* og hendes argumentation for at medtænke kontekst i langt højere grad, når der undervises i kildekritik. Arbejdet tog endvidere afsæt i gruppens eget behov for en mere meningsfuld metode til at undervise i kildekritik, de studerendes manglende evner og interesse for kildekritik, samt det foranderlige informationsmiljø, der kræver en ny forståelse af kildekritik.

Som resultat heraf har vi i arbejdsgruppen udviklet et undervisningsmateriale med fokus på kritisk kildebevidsthed, der kombinerer objektive vurderinger af kilder med refleksion over de studerendes egne informationsbehov og kontekster. Materialet er struktureret omkring fire centrale refleksionspunkter: ophav, udgiver, indhold og kontekst. Dette sigter mod at engagere de studerende i en dybere forståelse af, hvordan de kan anvende kilder i deres akademiske arbejde. Gennem øvelser og diskussioner opfordres de studerende til at reflektere over deres valg af kilder og deres anvendelse, hvilket fremmer en mere nuanceret tilgang til informationsvurdering.

Samlet set repræsenterer dette initiativ et skridt mod at forberede de studerende til at navigere i et komplekst informationslandskab, hvor kritisk tænkning er afgørende for deres akademiske og professionelle succes. Det endelige produkt er fleksibelt, refleksivt og brugbart i forbindelse med forskellige kildetyper, inklusiv AI genereret tekst og billeder. Undervisningsmaterialet er tilgængeligt på dansk via en CC-BY-NC-licens på e-læringsplatformen LearningLib. Materialet opdateres løbende og vi modtager gerne respons.

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Book review:

Stöd för forskning och utbildning: Lärosätesbiblioteken i Sverige

Gilbert, J. & Michnik, K. (red.) (2024). Stöd för forskning och utbildning: Lärosätesbiblioteken i Sverige. Göteborg: Acta Universitatis Gothoburgensis, ISBN 978-91-7963-177-2

Stöd för forskning och utbildning: lärosätesbiblioteken i Sverige är en antologi som består av 18 kapitel och en inledning. Inledningen, skriven av redaktörerna Jonas Gilbert och Katarina Michnik, beskriver att antologins syfte är att visa på bredd och mångfald bland svenska lärosätesbibliotek. Detta görs i antologins olika bidrag genom nedslag i olika biblioteksverksamheter och verksamhetsområden som förekommer vid lärosätesbibliotek. Med antologin vill redaktörerna öka kunskapen om lärosätesbiblioteken som bibliotekstyp – en kunskap de menar är låg i jämförelse med andra bibliotekstyper. Studenter inom biblioteks- och informationsvetenskap pekas ut som en tilltänkt målgrupp.

De flesta av antologins författare är yrkesverksamma som bibliotekarier eller chefer vid svenska lärosätesbibliotek. Det finns även bidrag från doktorander inom biblioteks- och informationsvetenskap och bidrag skrivna av disputerade, men antologin gör inte anspråk på att vara en vetenskaplig text. Antologin syftar till att ge praktik- och verksamhetsnära beskrivningar av lärosätesbiblioteken och den verksamhet som bedrivs där. Gilbert och Michnik skriver i inledningen att antologins bidrag illustrerar den mångfald och bredd som ryms inom bibliotekstypen

lärosätesbibliotek utifrån fyra perspektiv: geografiperspektivet som fokuserar på lärosätesbiblioteken i relation till andra bibliotekstyper eller det lärosäte som det är en del av, professionsperspektiv, användarperspektiv och samlingsperspektiv.

Kapitel ett till sex beskriver lärosätesbibliotekens historia, roll i det större biblioteksväsendet och exempel på hur lärosätesbiblioteken formas i lokala kontexter. I kapitel ett ger Tomas Lidman en lättläst översikt över lärosätesbibliotekens utveckling från 1600-talet och framåt. Fokus är på förändringar som har skett under de senaste 50 åren, att antalen lärosäten och studenter ökat till följd av reformer inom högre utbildning, ökade samverkansinitiativ och hur utvecklingen av digital teknik påverkat vetenskaplig publicering och lärosätesbibliotekens arbete. Detta är teman som fördjupas vidare i kommande kapitel. I antologins andra kapitel beskriver Morgan Palmqvist hur lärosätesbibliotekens storlek, ämnesbredd, ålder och historia har betydelse för hur man arbetar med samlingar och vilka behov biblioteket ska möta. Här får läsaren också en bra introduktion till universitets- och högskolekontexten som är den verksamhet lärosätesbiblioteken ska stödja. Kapitlet introducerar även några nationella samarbeten. I de tre kapitel som sedan följer fördjupas teman som nämnts i de två första bidragen. Jonas Gilbert och Mauritz Jade Frid (kapitel tre) diskuterar hur lärosätets lokala sammanhang, så som dess storlek och ämnesinriktning samt placering i lärosätets organisation har för betydelse för verksamheten samt bibliotekariernas roll och möjligheter till samarbeten. I texten finns exempel hämtade från flera olika svenska lärosätesbibliotek. I kapitlet diskuteras också olika typer av styrdokument och vad de har för roll och funktion i relation till lärosätet och biblioteket. Till skillnad från folkbibliotek som är en kärnverksamhet så är lärosätesbiblioteken en stödverksamhet. Kapitlet ger läsaren en god förståelse för hur lärosätesbibliotek formas i samspel med lärosätet och ger tillsammans med kapitel två studenter i biblioteks- och informationsvetenskap en god introduktion till lärosätesbibliotekens organisation. I de två kapitel som sedan följer konkretiseras den lokala kontextens betydelsen genom Catarina Coquands och Catta Torhells text om Halmstad högskolas bibliotek (kapitel 4) och Johanna Hanssons text om Uppsala universitetsbibliotek (kapitel 5). Halmstad högskolebibliotek är ett exempel på ett bibliotek som tillkommit i samspel med de förändringar som skett inom högre utbildning under de senaste 50 åren och som Lidman redogör för i antologins första kapitel. Coquands och Torhells text beskriver hur lärosätesbiblioteket utvecklas över tid och ingående vilket stöd som biblioteket erbjuder sina studenter. Här återkommer diskussionen om bibliotekets organisatoriska placering inom lärosätet och vad detta medför i termer av möjligheter och begränsningar. Kapitlet diskuterar även hur utvecklingen av digitala informationsteknologier påverkat verksamheten över tid. Hanssons text presenterar hur verksamheten vid ett större och äldre lärosätesbibliotek kan se ut. Här är verksamheten, jämfört med Halmstad högskolebibliotek, bredare till följd av universitetets storlek, ämnesbredd, historia och ålder och inkluderar hantering av pliktleverans och specialsamlingar. Hansson för också en kortare diskussion om ledarskap vilket inte förekommer i tidigare kapitel. Kapitlet som avslutar geografiperspektivet är Lars Burmans framtidsspaning. Här är fokus framför allt på organiseringen av lärosätesbiblioteken och här framträder kommersiella aktörer för första gången i texten som viktiga för biblioteken att förhålla sig till. De möjliga framtider som Burman skisserar är dystra. Lärosätesbibliotekens beskrivs sakna samordning och riktning och risken att andra aktörer ska ta över eller styra verksamheten framställs som hög. Sammantaget visar antologins inledande sex kapitel hur lärosätesbibliotek förändrats över tid, faktorer som föranleder förändringar, och olikheter, i lärosätesbibliotekens organisation. Antologins sex första kapitel kan läsas helt fristående från varandra. Tydligare och mer renodlade teman i de olika kapitlen hade gynnat läsbarheten för läsare av samtliga kapitel. Jag hade önskat att den framtidsspaning som presenteras i antologins sjätte kapitel tydligare hakade i de tidigare kapitel alternativt att framtidsspaningen sparats till antologins slut och då gjorts utifrån alla de perspektiv som lyfts i antologin.

Följande fyra kapitel skildrar professionsperspektivet. Det första av dessa (kapitel 7) är skrivet av Linn Bech-Hanssen, Louise Bjur och Karin Petersson, undervisande bibliotekarier vid Göteborgs universitet. Kapitlet är en utmärkt introduktion för studenter inom biblioteks- och informationsvetenskap om undervisningens praktik vid lärosätesbibliotek. Det beskriver förutsättningarna för undervisningen, undervisningens former och bibliotekariernas väldigt konkreta arbete kring förberedelser, genomförande och uppföljning. I antologins åttonde kapitel ger Pieta Eklund en inblick i bibliotekarieprofessionen utifrån intervjuer med bibliotekarier vid lärosätesbibliotek som arbetar med forskarstöd mot olika ämnesområden. Precis som förgående kapitel kommer läsaren här nära verksamheten genom framställningarna av intervjupersonernas arbete, deras erfarenheter och de olika utmaningar och möjligheter som bibliotekarierna mött. Kapitlet avslutas med en framtidsspaning och diskussion kring hur AI kan komma att påverka bibliotekarieprofessionen. I det nionde kapitlet beskriver Hanna Hallnäs och Camilla Lindelöw hur de efter att antal år som yrkesverksamma vid lärosätesbibliotek valde att doktorera i biblioteks- och informationsvetenskap. Utöver författarnas personliga erfarenheter får läsaren en inblick i hur forskarutbildningen i biblioteks- och informationsvetenskap ser ut. I kapitlet som följer (kapitel 10) berättar Jens Eriksson och Björn Dahrén, båda disputerade, vilken betydelse deras forskarbakgrund har i deras arbete med bibliotekets publiceringsarbete. I kapitlen nio och tio framträder den disputerade vid lärosätesbiblioteken som en yrkesgrupp i ett gränsland, mellan teknisk-administrativ personal och forskare – eller mellan forskningsinfrastrukturer och forskningen. I relation till utgivningen som diskuteras framhäver Eriksson och Dahrén att även om det idag finns ambitioner att föra forskning och stöd närmre varandra så är bibliotekens tjänstemannaperspektiv fortsatt viktigt för att ge ett fullgott stöd till forskare och här är kunskaper om forskningens villkor och förutsättningar en viktig komponent. Erikssons och Dahréns kapitel kan också läsas tillsammans med antologins sista kapitel om lärosätesutgivning.

Den del av antologin som fokuserar på användarperspektivet inleds av Sven-Eric Liedman och Per Magnus Johansson, båda forskare, och deras betraktelser och erfarenheter av lärosätesbibliotek. Båda är verksamma inom humaniora och texten är personlig. Den bild av lärosätesbiblioteken som framträder här är biblioteket som en fysisk plats med dokument och en plats för kunskapsinhämtning, information och bevarande. I kapitlet som följer (kapitel 12) skiftar fokus till bibliotek vid forskningsintensiva lärosäten med naturvetenskaplig inriktning. Maria Haglund utgår från sina egna erfarenheter från bibliotek vid naturvetenskapligt inriktade lärosäten. Det berör både forskar- och utbildningsstödet vid den här typen av lärosätesbibliotek. Haglund diskuterar också bibliotekets betydelse som en neutral plats där studenter från olika ämnen och olika yrkeskategorier möts. Genom arrangemang som panelsamtal, föreläsningar och utställningar är lärosätesbiblioteket också en social infrastruktur. Kapitel 13 djupdyker i öppen vetenskap, ett tema som nämnts hastigt i flera tidigare kapitel. Helena Francke ger läsare en rik och lättläst introduktion till vad öppen vetenskap är och hur detta involverar lärosätesbiblioteken framför allt i relation till arbete kring publicering och forskningsdatahantering. Francke beskriver också vad dessa praktiker har för betydelse för forskares arbete och karriär, en kontext som inte diskuterats i tidigare kapitel, men som också är viktig att synliggöra och för blivande bibliotekarier att känna till. Till skillnad från andra kapitel är det inte ett särskilt bibliotek som står i fokus utan en verksamhet som förekommer vid alla lärosätesbibliotek i någon utsträckning. Francke hänvisar genomgående till forskningspolitiska beslut, texter från myndigheter och vetenskaplig litteratur. Litteraturlistan till detta kapitel är en bra utgångspunkt för studenter som vill fördjupa sig ytterligare i öppen vetenskap och vetenskaplig kommunikation. Kapitel 14 fokuserar på studenter som användargrupp. Här beskrivs Linda Borg och Emil Näslund vad biblioteken gör för att möta studenternas behov men också hur och varför. Beskrivningar varvas med observationer från litteratur på samma tema. Borg och Näslund avslutar kapitlet med en intressant diskussion kring behov och användning. Kapitlet utgår från författarnas egna erfarenheter och litteratur. Referenserna i texten är en bra ingång för studenter som vill fördjupa sig ytterligare i

relationen mellan användning och behov. I bidraget som avslutar användarperspektivet, kapitel 16, beskriver Niklas Ferdinand Carlsson hur bibliotekarier vid Linköpings och Uppsalas universitetsbibliotek arbetar att förmedla hur digitala verktyg kan användas i utbildning och forskning. Dessa fyra kapitel behandlar ganska varierande verksamheter och erfarenheter. Användarna är genomgående inte så synliga som jag hade förväntat mig i en del som ska visa på detta perspektiv.

Antologins tre sista kapitel fokuserar på aspekter av bibliotekens samlingar. I kapitel 16 ger Karin Byström och Andrea Carrozzi Bjurström en introduktion till hur lärosätesbiblioteken arbetar med samlingsutveckling, det vill säga processer för hantering av material för att säkerställa samlingarnas användbarhet, aktualitet och relevans. Byström och Carrozzi Bjurström beskriver egna erfarenheter av att förvalta samlingarna så som att göra urval och synliggörande av både tryckta och digitala resurser. Författarnas egna erfarenheter kombineras med referenser till relevant litteratur i form av vetenskapliga publikationer, rapporter från Kungliga biblioteket och förvärvspolicys och strategier från olika bibliotek. För studenter i biblioteks- och informationsvetenskap ger kapitlet en bra introduktion till samlingsutveckling som verksamhetsområde. Kapitlet som följer har ett snävare fokus, här är det handskrifter och specialsamlingar som står i fokus, samlingar som framför allt finns vid de större och äldre lärosätesbiblioteken. I samlingarna ingår även personarkiv och korrespondens. Den här typen av material nämns i kapitel 1 och 2 men fördjupas här. Antologin sista kapitel handlar om utgivning av vetenskaplig litteratur. Pamela Schultz Nybacka och Arwid Lund inleder med en kortfattad översikt över forskning om vetenskaplig utgivning och en diskussion kring vilka möjligheter och kontroverser digitaliseringen har medfört. I bidraget beskrivs sedan lärosätesutgivning genom exemplet Stockholm University Press och hur Stockholms universitet arbetar med utgivning som ett sätt att möjliggöra öppen tillgång. Detta följs av en kritisk diskussion om de finansieringsmodeller som tillämpas av kommersiella förlag. Det här kapitlet kan läsas tillsammans med kapitel 13 som handlar om öppen vetenskap men här ses öppenhet i relation till förlagen och marknaden. Båda dessa kapitel visar hur bibliotekens arbete med öppen tillgång ingår i ett större sammanhang.

Precis som inledningen utlovar får läsaren i antologin en bild av den mångfald och variation som ryms i lärosätesbibliotekens verksamhet. Genom bokens olika kapitel får läsaren bekanta sig med olika aspekter av lärosätesbibliotekens organisation, verksamhet och bibliotekariernas arbetsuppgifter. De fyra perspektiv som presenteras i inledningen är inte genomgående tydliga och en annan indelning utifrån bibliotekens olika verksamhetsområden hade varit en möjlig alternativ struktur. Som läsare av helheten hade jag önskat ett avslutande kapitel som sammanfattar och identifierar aspekter som formar lärosätesbibliotekens och dess anställdas handlingsutrymme idag och i framtiden. En avslutning som placerar de praktiker och verksamheter som beskrivs i en samhällsrelevant kontext om exempelvis lärosätesbibliotekens roll i relation till demokrati och kunskap och informations betydelse för samhället idag. Kopplingar till större frågor och resonemang om exempelvis demokrati hade passat bra in antologins inledande del där andra aspekter av organisering och omvärldsfaktorer som formar biblioteket diskuteras. För precis som folkbiblioteken är lärosätesbiblioteken en del av det allmänna biblioteksväsendet som i enlighet med bibliotekslagen ska "...verka för det demokratiska samhällets utveckling genom att bidra till kunskapsförmedling och fri åsiktsbildning" (Bibliotekslag (2013:801)). Hur lagen relaterar till lärosätesbibliotekens verksamhet idag är intressant och viktigt. Flera av texterna är skrivna utifrån författarnas egna erfarenheter och innehåller många personliga betraktelser och reflektioner. Styrkan i detta är den omedelbara närheten till den verksamhet som beskrivs, att exemplen är många. Redaktörerna skriver i inledningen att kunskapen om lärosätesbiblioteken är låg och att bibliotekstypen sällan förekommer i offentliga samtal om bibliotek. Jag tror att den största delen av läsarna av den här antologin finns bland studenter i biblioteks- och informationsvetenskap medan de kapitel som till stor del baseras på författarens egna erfarenheter är intressant för yrkesverksamma. För att nå ut till en bredare läsekrets och vara ett bidrag som

synliggör lärosätesbiblioteken i det offentliga samtalet menar jag att beskrivningarna skulle behöva lyftas och tydligare anknyta till aktuella samhällsutmaningar och frågor.

Antologin innehåller flera mycket välskrivna, lättlästa och intressant skildringar av verksamheten och arbetet vid svenska lärosätesbibliotek. Boken behöver inte läsas från pärm till pärm utan läsaren kan med fördel välja kapitel efter intresseområde. I de olika kapitlen finns också referenser till andra kapitel i antologin på angränsande teman. Jag vill avslutningsvis framhålla att antologins olika bidrag är mycket läsvärda för studenter i biblioteks- och informationsvetenskap genom att vara just verksamhetsnära skildringar som visar på den mångfalden och variationen som ryms inom lärosätesbibliotekens verksamhet.