Summaries

Ole Olesen-Bagneux: Da biblioteket blev til arkitektur. En diskussion af to teorier om antikkens biblioteksarkitektur. (When the Library Became Architecture. A Discussion of Two Theories of Library Architecture in Antiquity)
Pages: 5-15

Little is known about the libraries in antiquity. Fragments of documents, buildings and other archeological materials, e.g. pictures and tools for writing, constitutes the sum of elements to research in and conclude from. Only in the 20th century has enough sources been brought to light to actually begin to theorize about the libraries in antiquity. Two such theories are discussed in this article. The first theory proposed by Lionel Casson deals with the inner space of the library. The second theory proposed by Gaëlle Coqueugniot deals with the outer space of the library. After a presentation and discussion of each of the theories, they are considered as a whole, thus enabling a discussion of the birth of the library as architecture. Library architecture did not reflect the development of the library as a collection of literature – quite the contrary, it seems.

Alexandra Borg: Exit codex? Diskussionen om bokens framtid då och nu. (Exit Codex? Historicising the Future of the Book)
Pages: 17-31

This paper analyses, from a metascientific and historicizing perspective, how the future of the book has been discussed, from late 19th century until today.

Both specialist literature and fictional literature has been taken into consideration. The perspective is mainly Scandinavian, but examples from the US and England have been used for comparison. The study examines the critics' standpoint and background, and asks what aspects of the book they emphasize – content, materiality, culture or usage. By doing so the paper unveils the critics' mentalities and views about human relations to information and technology, human habits and desire for learning. The survey demonstrates that each generation has an urgent need to defend the book, or at least discuss the future of the book culture.

Kristian Nagel Delica: Biblioteker og social kapital. Et diskuterende litteraturstudie af nyere forskning. (Public Libraries and Social Capital. A review discussing recent research)
Pages: 33-44

This review provides an overview of recent Danish and international studies of the library's role in the creation and maintenance of social capital. This topic has not received much attention in the Danish LIS-research, which stand in contrast to the fact that it is the subject of a number of international studies. Based on the studies examined, it becomes clear that the library plays an important social role. The studies show (1) that there is great confidence in the library as a societal institution, (2) that the library provides a unique meeting place for all, (3) that the library plays a significant role in the creation of social capital - both for the individual citizen, on a more collective

and institutionally level and for the areas in which the library branch is located, but also (4) that it is difficult to determine the direction of causality: does the library create social capital or is there high social capital in societies who have an extensive library sector? Summing up the article points out, that the debates about the library's future could gain inspiration by the reviewed studies and that one possible strategy going forward is to work towards the 'social library'.

Volkmar Engerer: Faglig vs. informationsrelateret læring. Integrative elementer i fænomenografiske, sociokulturelle og diskursanalytiske teorier om informationskompetence. (Discipline vs. information learning. Integrative elements in phenomenographic, sociocultural and discourse analytic theories on information literacy)
Pages: 47-57

The object of this paper is to discuss the relationship/interaction between university-based, disciplinary learning on the one hand, and library-based, information-related learning (information literacy) on the other. In order to characterize the relationship between information use and subject-related learning activities the following approaches are distinguished: (1) generic (discipline-independent), (2) discipline-bound and (3) integrative approaches. The last group of approaches seeks to embed discipline and information learning into one coherent and meaningful process and thus represents the preferred format for a synthesized perspective on university and library learning settings. With the help of two "integrative" analytical features–situation elements and individual experiences–three groups of theories are examined which all try to overcome generic views of information literacy. These are phenomenographic approaches, sociocultural approaches that comprise practice theories, and discourse analytic approaches which include Critical pedagogy. It is shown that these approaches represent the two "integrative features" to a varying degree, with phenomenography as the "most integrated" approach, since it realizes both features, and the discourse analytic branch as the least integrated one, since it departs from both the individual's personal experiences and situational factors. Sociocultural theories are in between these two 'extreme' positions, as they play down the role of the individual's experience of information literacy compared with the phenomenographic approach while emphasizing the situational factors. The paper concludes with some practical remarks on an "integrative notion of information literacy" in library settings and library-based teaching initiatives in information literacy.