

# Summaries

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*Gitte Balling og Rasmus Grøn: Formidling af læseoplevelser? En undersøgelse af læseoplevelsens karakter og mulige formidlingspotentiale. (Promotion of reading experiences? A study on the characteristics and mediation of reading experiences)*

Pages: 7-17

This article examines the questions: What defines a reading experience and how can it be verbally communicated? These questions are addressed through theories of experience philosophy and reception theory, and data from an interview study on reading experiences. A reading experience is hereby defined as a complex cognitive, emotional and physical event, which temporally includes the instantaneous experience ('erlebnis') as well as its lasting impression on the reader's consciousness ('erfahrung'). Furthermore, reading experiences are found to be difficult to articulate because of their partly non-social and non-verbal nature. This poses some challenges on literature promotion, which are discussed in relation to book talks and reading groups. The article concludes that the articulation of reading as a personal experience best can be achieved in a dialogic form, such as reading groups, where the articulation also occurs as a retrospective reflexion and negotiation on the nature of the experience.

*Knut Oterholm og Kjell Ivar Skjerdingsstad: Fornemmelse og oppmerksomhet – artikulasjon og stemme. Et kroppslig perspektiv på formidling. (Sense-perception and attention - articulation and voice. An*

*embodied perspective on the mediation of literature)*  
Pages: 19-29

This article is approaching the concept of literary promotion/mediation (formidling) as embodied performative actions. The point of departure is a phenomenological model of consciousness. From here on we develop a concept of "formidling" understood as an interaction between *sense-perception, attention, articulation* and *voice* which all relate to the situated body. Beyond the theoretical examination of the phenomenon of literary promotion thus accomplished, the article intends to establish a frame of reference for the analysis of literary promotion.

*Rune Eriksson: Hvad er det der skal formidles? To indgange til skønlitteratur og en vurdering af bibliografiske beskrivelser som ressource i litteraturformidlingen. (What should be promoted? Two approaches to belles lettres and an assessment of bibliographic records as tools in the promotion of literature)*

Pages: 31-40

The main subject of this article is whether bibliographic records are able to work as useful tools in the promotion of the textual characteristics in literature. Literature can be promoted in many ways and often the promotion doesn't reflect textual features, but in this article exactly those features are essential. Thus, two models for literature are presented and discussed in order to establish some useful approaches to the world of literature. One model deals with motives,

the other with the facets of literature in general. Both models are originally conceived by Jørgen Dines Johansen, but one of them is modified. Following these presentations the content of 200 bibliographic records to fiction and poetry from DBC's database for public libraries in Denmark, Danbib, are compared with the two models. It is concluded that the bibliographic records of Danbib are very useful as inspirational tools for the promotion of the textual characteristics in literature, but also that the intermediary must be creative in order to achieve the best result.

*Åse Kristine Tveit: Å lese for å fortelle. Performativ litteraturformidling. (Reading to be a storyteller. Performative literature promotion)*  
Pages: 41-50

This study focuses on storytelling as literature promotion. A storyteller-course for youth in a Norwegian public library setting is being examined through observation studies and by interviews with some of the participants (all girls). The course is analyzed by using two different models; one derived from the field of performance theory, the other from library- and information science. The analyses show that the storyteller-course did act as literature promotion, but even more as an arena of creativity and learning, as a social arena where friendships were developed, and as empowerment for the girls taking part. The core elements for them, though, was that of entertaining and experience. Using texts, and giving the course in a library context with the positive effects mentioned, one could argue that storytelling is a natural way of developing the library services to young patrons.

*Rasmus Grøn og Gitte Balling: Litteraturformidling og bibliotekaren som faglig - personlig formidlings- autoritet. (Literature promotion and the librarian at the intersection between professional promotion and personal reading)*  
Pages: 51-61

The article explores the public librarian's role as promoter of fiction literature in light of the current-

ly dominating experience rationale, where personal reading experiences – and the expression of these experiences – has become the pivotal subject and ideal of literature promotion. Based on a survey among Danish librarians, the article describes how the experience rationale manifests itself as a personification and socialization of the current literature promotion practice, resulting in an ambivalent redefinition of librarian's promotion authority, which is both expanded and relativized. Conclusively, the article points at how this development challenges the librarian's professional identity and competences, and potentially complicates discussions regarding literary quality.

*Birger Hjørland: Om problemformuleringer i biblioteks-, dokumentations- og informationsvidenskab (On problem formulation in library, information and documentation science)*  
Pages: 63-74

This article is about what good and fruitful problem formulations and research questions in library, information and documentation science (LID) are. It is based on a dichotomy between on the one hand independent academic theses and on the other hand common sense essays. The fundamental claim is that all good research – and all good and independent university theses – begins and ends in the literature of the discipline/field. To be professional is to respect other disciplines: this is the only way to take oneself seriously as a scholar. LID is seen as a discipline or interdisciplinary field which is in need of theoretical clarification and development. Often it is seen, for example, as something that is either part of computer science and IT or as something that is going to disappear when computer scientists have developed the necessary systems. Alternatively it is viewed as part of cognitive science, of media studies, of literary studies, science studies etc. This condition makes it harder to produce good problem formulations, but it does not make them less necessary. Each problem formulation is – whether consciously or unconsciously – a political act, which will in the longer perspective determine the future of LID.