

Summaries

Olof Sundin, Helena Francke og Louise Limberg: Utövande av informationskompetens i klassrummet. Policy, undervisning och bedömning. (Practicing Information Literacy in the Classroom. Policies, Instructions, and Grading)
Pages: 7-17

This article aims to understand the challenges involved in assigning information literacy meaning in classroom practices of teaching and assessing both credibility evaluations in particular and information literacy generally. A qualitative study has been conducted in two Swedish upper secondary school classes with pupils in the Social Science Programme's school year 11. The study provides an inside view on the challenges that educators meet in contemporary schools in a changing media landscape, which, to an increasing degree, invites ordinary users to become producers of information and its organisation. Various ways of making information literacy in general, and critical evaluation of sources in particular, into an object of teaching are discussed, and an influential discourse in relation to credibility is identified, which is a discourse of control. The study concludes that educators need to revisit traditional criteria for the critical evaluation of sources in order to gain increased reflexivity when it comes to evaluating the credibility of sources.

Johanna Rivano Eckerdal: Unga kvinnors val av preventivmedel. Berättelser om informationskompetenspraktiker relaterade till värdering och användning av informationskällor (Young women choosing contraceptives. Stories about information literacy practices related to evaluation and use of information sources)
Pages: 19-31

Results from a PhD project of information literacy practices in a Swedish everyday life setting are presented; how young women (aged 18-23 years) involve in information literacy practices when choosing a contraceptive. The aim of this article is to understand the young women's perspective, expressed in stories about their sources and how they evaluated these before making the choice.

Method inspired by narrative interviews was used in combination with visual aids. Findings of previous relevant studies that included interviews and observations at youth centres are also drawn upon. The material was analyzed with the analytical concepts of tools, affordances, cognitive authority, and approaches to credibility assessment.

It was found that the most important affordances, according to the young women, were close relations, attributed authority through trust. Furthermore, the most useful affordances, according to the young women, were midwives and youth centres, authority based on their professional training. *Control* and

balance were the used approaches to credibility assessment.

The association between the midwives and the state is discussed as well as the varying understanding of the tools of source criticism vocabulary. Finally, the predominant understanding of information literacy practices as related to texts only and implied causal relations between information literacy skills and actions are critically examined.

Maria Viftrup Schneider og Susanne Thrige: Studerendes informationspraksis omkring den akademiske opgave. (Students' Information Practice surrounding the Academic Assignment)
Pages: 33-44

The article focuses on Annemaree Lloyd's theoretical framework on textual, social and bodily information sources. The analysis is based on an interview survey among 8 students from two bachelor programmes, focusing on their perception of writing academic assignments and searching information. The survey illustrates how these students use the three different information sources. Furthermore, the survey illustrates how this use of information sources seems to be affected by the students' interpretation of the educational context (alignment), and their estimation of a "sufficient" effort (satisficing).

Lotti Dorthé, Madeleine du Toit og Evaggelia Papia: Fallet "Such a MeSH". Problembaserat lärande för informationskompetens. (The case "Such a MeSH". Problem-based learning for information literacy)
Pages: 45-53

How can we achieve the objectives related to information literacy in our teaching? This question was asked by a teacher and a librarian at Malmö University's Faculty of Odontology. It led to a collaboration where the librarian's teaching was fully integrated in the case studies used in the dental technician programme. This article describes the structure and implementation of a model where information literacy and problem-based learning are combined (called the IK&PBL-model). The librarian's problem-based learning approach is characteristic of the dental education in Malmö. Examination results and course evaluations show that the IK&PBL-model seems to help to develop the students' ability to seek information and critically examine, and produce reflections

on the concept of science. As a result, the librarian's understanding of students' education and knowledge of odontology increased, and she achieved a greater understanding of the students' learning process. The teacher gained an insight into students' problems relating to information seeking and critical evaluation of sources.

Jonas Fransson: Findability och informationskompetens vid webbnavigation. (Findability and Information Literacy during Web Navigation)
Pages: 55-68

The article discusses the relationship between users, information objects, information systems and the Web, combined with the concepts findability and information literacy. An important aspect in all information literacy definitions is the ability to effectively gain access to the information needed. But the information is not equally available, even if it is published and freely available on the Web. Each Web page, or other information object, has a degree of findability. The degree of the findability depends on the relationships between object, system and the Web. Six sub concepts are identified: the object's characteristics, accessibility, internal navigation, internal search, reachability and web prestige. Both information literacy and findability are defined as query independent aspects of the search, working on a structural level.

Lars Brodersen, Jan K. Staunstrup, Jørgen Møller og Steffen Knak-Nielsen: Den rådne banan på kort. Visuel literacy - fra billeder til viden. (The Rotten Banana on Maps. Visual Literacy - from Images to Knowledge)
Pages: 69-82

One of the current topics of debate in Denmark these days concerns the problems created by what are referred to as "The Margins of Denmark". But nobody seems to be doing anything effective about these problems – even though the government draws up countless strategies and policy proposals. There are probably various reasons for this – one of which may be that nobody really wants to do anything effective about the situation. Another might be that the entire basis of the debate and the information supplied is insufficient.

This article contains examples of maps relating to the debate about the Margins of Denmark, a debate

which is not always constructive. By contrast, the article also presents a number of untraditional maps designed in the spirit of visual literacy, making possible a genuine debate about the issue (and about what might be called “the Core of Denmark” as well). The article does not adopt any particular political viewpoint. Instead, it reveals the surprisingly effective way in which political viewpoints can be presented by employing the ideas and actions of visual literacy. The article seeks to promote constructive debate in general, using the image of the Rotten Banana and maps as no more than examples.

Maps can be used as an excellent basis for discussion because good maps are images that can reveal ideas and structures that are provocative as well as generating a considerable amount of information, thereby creating the climate needed for debate. It is almost impossible to achieve the same effect using other media and types of information, because when other media are used the participants often have to create their own mental images about the topic under consideration. Good maps are an excellent example of visual literacy, which involves the ability to interpret, negotiate and make meaning from information presented in the form of an image.

Susanne Nielsen, Berit Volder Kjær og Bente Thorup Andersen: LibGuide som social platform. (LibGuide as a social platform)
Pages: 83-94

The article accounts for development project involving the e-learning tool, LibGuide. LibGuide is designed to be a digital and didactic tool box supporting information literacy at upper secondary school level. The idea is that teachers and librarians prepare courses which improved the quality of the teaching as well as the development of the pupils' information skills. The goal of LibGuide is to support a communicative understanding and motivate cooperation between the pupils and the teacher / librarian while focusing on the social aspects. The article demonstrates the challenges concerning the specified goals. To achieve these goals in terms of cooperation, an evaluation process is required which stimulates the experience and reflection. The article explains the thoughts behind the development of the prototype in phase 1. Next, the article describes phase 2 and how the prototype is used in classes, the evaluation methods applied and the results gained. Finally, phase 3

is explained, i.e. the specifications which were made on basis of the evaluation results and later experiences. The article ends with a reflection on the course of the project.

Trine Schreiber: Informationskompetence. Set ud fra to forskellige praksisteorier. (Information literacy - compared to two different theories of practice)
Pages: 95-107

In recent years the practice theories have been used in the studies of information literacy. The theories are however divergent and therefore will have different implications for the subject. The aim of the article is to compare two practice theories, namely the theories of Theodore R. Schatzki and Etienne Wenger. The intention of the comparison is to discuss the implications of the two theories in terms of information literacy. The two approaches have some common features but also many differences. The theory of Schatzki implies that information literacy is substituted by concepts like 'information practice' and 'information literacy practice'. A social practice gives rise to not a specific understanding of information literacy but rather to many different information practices. Meanwhile, a social practice is part of a network of many practices. Thus a central theme within the subject of information literacy is how information practices may be maintained or transformed through its linkage with other practices. Wenger's approach means that information literacy is substituted by the regime of competence in a community of practice. Wenger's theory implies a focus on a community of practice, the meaning negotiation and the learning process of the participants. The negotiation of meaning maintains or transforms the regime of competence including the information literacy system. A central theme within the subject of information literacy is the potential conflict that may exist between the regime of competence in a community of practice and the requirements of the surrounding organization. The article concludes that it is difficult to plan a change in respectively an information practice or a regime of competence in a community of practice. The changes will be constituted by the network of many practices or by the negotiations of meaning in the community of practice.