



Users and Information Activities in Digital Environments Användare och informationspraktiker i digitala miljöer

7.5 credits

7.5 högskolepoäng

Ladok Code: 32LAI1

Version: 10.0

Established by: Committee for Education in Librarianship, Information, and IT 2021-10-26

Valid from: Spring 2022

Education Cycle: Second cycle

Main Field of Study (Progressive Specialisation): Library and Information Science (A1N)

Disciplinary Domain: other

Prerequisites: Degree of Bachelor

Subject Area: Library and Information Science

Grading Scale: Seven-degree grading scale (A-F)

Content

Focusing on sustainable economic, social and ecological development, the course places digital information services in a societal and institutional context. The course, which provides an overview of different kinds of digital libraries and services, takes as its starting point a user perspective on development and implementation as well as evaluation of digital resources. A constant focus is thus on the conditions of the users and on information practices, and on the role that interaction with digital libraries and services plays for the users' communication and learning. In the context of the course, the term user refers both to so-called capable users who seek, create, organise and use information in connection to web-based tools, and to potential users within the target groups for digital services. The content, which throughout the course is characterised by a sustainability perspective, can be described as three mutually related focus areas:

- The position of digital resources in people's communication and learning
- Relations between digital resources and various information practices
- Evaluation of digital services with a focus on digital libraries

Learning Outcomes

After completion of the course, the student should be able to, concerning:

Knowledge and understanding

1.1. Give an account of different digital resources' position in communication and learning processes

1.2. Explain how people in different information practices seek and use information in physical and virtual environments, and on the basis of this understanding be able to plan for the development of economically, socially and ecologically sustainable digital resources and services

Competence and skills

2.1 Identify, describe and analyse the potential of digital resources with regards to how they can benefit users, and from a sustainability perspective on information practices

Judgement and approach

3.1 assess the sustainability, quality and usability of digital services from a user as well as a professional perspective

Forms of Teaching

Tuition is conducted through written assignments, seminars and lectures.

The language of instruction is English.

Forms of Examination

Take-home exam: Perspectives, contexts, and concepts, partially group examination

Learning outcome: 1.1, 1.2, and 2.1

Credits: 2.0 credits

Grading scale: fail or pass (U-G)

Seminar: Digital resources, information practices, and evaluation

Learning outcome: 1.1, 1.2, 2.1, 3.1

Credits: 2.0 credits

Grading scale: fail or pass (U-G)

Paper: Literature review

Learning outcome: 1.1, 1.2, 2.1

Credits: 3.5 credits

Grading scale: A-F

To obtain the grade E for the whole course, the grade Pass (G) or E is required for all the assignments in the course. The grade for the whole course is thereafter determined by the grade assigned to *Paper: Literature review*.

Seminars can be replaced by other forms of examination specified in the course syllabus if a student has failed to fulfil the seminar requirements or has been absent.

In the event of changes in course plans students who wish to complete courses can be examined on the basis of the most recent version of the course plan. For courses that are no longer running, students who wish to complete such courses can read all or part of an equivalent course

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

Literature and Other Teaching Methods

Bawden, D. & Robinson, L. (eds.) (2012). Introduction to information science. London: Facet Publishing. Kapitel 4, 9 och 13 (= 65 p.). [Accessible as e-book through the library]

Chowdhury, G. (2015). How to improve the sustainability of digital libraries and information services. *Journal of the Association for Information Science and Technology*, 67(10), 2379-2391. (= 12 p.)

Chowdhury, G. (2013). Sustainability of digital information services. *Journal of Documentation*, 69(5), 602-622. (=20 p.)

Haider, J. (2014). How library and information science can save the world and why to care. *LIBREAS. Library Ideas*, 25, p. 80-91 (= 11 p.)

Haider, J. & Sundin, O. (2019). Invisible search and online search engines: the ubiquity of search in everyday life. Milton Park, Abingdon, Oxon: Routledge, Taylor & Francis Group. (151 p.). [Accessible as e-book through the library]

McLeish, S. (eds.) (2020). Resource discovery for the twenty-first century library: case studies and perspectives on the role of IT in user engagement and empowerment. London: Facet Publishing (203 p.) [Accessible as e-book through the library]

Comment to the above list: in addition to the listed literature, the student is also expected to search for and select relevant literature; approx. 300 pages. In order to make it possible for each student to individually enter deeply into the respective fields of libraries, museums, and archives, lists with recommended readings will be presented in connection to the separate modules of the course.

Student Influence and Evaluation

The course is evaluated in accordance with the current guidelines for course evaluations at the University of Borås, where students' views should be sought. The course evaluation report will be published and disseminated to participating and prospective students in accordance with the current guidelines, and forms the basis for future development of courses and training programs. The course coordinator is responsible for that the evaluation is performed according to current guidelines.

Miscellaneous

The course is part of the Masters programme: Library and Information Science, Digital Library and Information Services