



## Users, information and digital environments Användare, information och digitala miljöer

7.5 credits

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**Ladok Code:** C3MAI1

**Version:** 1.0

**Established by:** Committee for Education in Librarianship, Information, and IT 2024-05-14

**Valid from:** Autumn 2024

**Education Cycle:** Second cycle

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

**Disciplinary Domain:** other

**Prerequisites:**

**Subject Area:** Library and Information Science

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

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### Content

The course focuses on users' conditions, possibilities and limitations in digital environments (including, for example, recommendation services, social media, search engines, platforms for digital books and other content). The students are introduced to central concepts and theories in order to be able to describe and critically review society's digital information infrastructure from a user perspective. Aspects relating to ethics and social and ecological sustainability are deepened in relation to the focus of the course. A particular emphasis is placed on the analysis of user patterns such as interactions with and activities within various digital information infrastructures including searching, creating, organising, sharing, reading, or otherwise accessing and interact with information in digital environments. Opportunity is provided in the course to identify suitable methods for a small-scale examination of different user groups, contexts, situations and types of information.

### Learning Outcomes

After completing the course, the student will be able to:

*Knowledge and understanding*

1.1 Explain central concepts and theories relating to use and users of information.

1.2 Explain and problematise different ways that users interact with information in digital environments, in different contexts and types of information.

*Competence and skills*

2.1 In an in-depth way, be able to apply central theories and concepts to discuss the use and users of information in digital environments.

2.2. Choose appropriate methods for examining information in digital environments from a user perspective and explain the choice of method in relation to basic theoretical and methodological frameworks.

2.3 Carry out an analysis of selected user groups' information use in digital environments.

*Judgment and approach*

3.1 Critically evaluate ethical aspects as well as social and ecological sustainability linked to users and use of information in digital environments.

3.2. Reflect on the possible social consequences of relevant actors' various possibilities and limitations.

### Forms of Teaching

The course consists of

- lectures
- seminars

The language of instruction is English.

## Forms of Examination

The course will be examined through the following examination elements:

*Submission: Users, information and digital environments*

Learning outcomes: 1.1-1.2, 2.1-2.3, 3.1-3.2

Credits: 4

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

*Seminar: Users, information and digital environments*

Learning outcomes: 1.1-1.2, 2.3, 3.1-3.2

Credits: 3.5

Grading scale: Fail (U) or Pass (G)

For a passing grade (E-A) on the entire course, the grade E at a minimum is required on Submission: Users, information and digital environments and Pass (G) on the other examination components. A higher grade on the whole course is then determined by the grade on the Submission.

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 Materials

Bawden, D., & Robinson, L. (2022). Introduction to information science (2 uppl.). London: Facet Publishing. (22 p.)

Haider, J. & Sundin, O. (2019). Invisible search and online search engines: the ubiquity of search in everyday life. Routledge, Taylor & Francis Group. (151 p.).

Haider, J. & Sundin, O. (2022). Paradoxes of media and information literacy: the crisis of information. Routledge, Taylor & Francis Group. (153 p.).

Pilerot, O., Hammarfelt, B. & Moring, C. (2017). The many faces of practice theory in library and information studies. Information research, 22(1). Proceedings of the Ninth International Conference on Conceptions of Library and Information Science, Uppsala, Sweden, June 27-29, 2016. CoLIS paper 1602. (16 p.)

Tattersall Wallin, E. (2022). Audiobook routines: identifying everyday reading by listening practices amongst young adults. Journal of Documentation, 78(7), 266–281. (16 p.).

Articles and reference material of approximately 300 pages will be added.

## Student Influence and Evaluation

The course is evaluated in accordance with current guidelines for course evaluations at the University of Borås in which students' views are to be gathered. The course evaluation report is published and returned to participating and prospective students in accordance with the above-mentioned guidelines, and will be taken into consideration in the future development of courses and education programmes. Course coordinators are responsible for ensuring that the evaluations are conducted as described above.

## Miscellaneous

This syllabus is a translation from the Swedish original.