From informational reading to information literacy

# Details

## Year

2018

## DOI

10.1108/jd-11-2017-0156

## Issued

2018

## Language

English

## Volume

74

## Issue

5

## Start Page

## End Page

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## Type

Journal article

## Journal

Journal of Documentation

## Publisher

Emerald

## Topics

## Sample

223 lessons varying from 40-45 minutes each in length in the subject of Swedish in year six (where most students were 12 years old), captured through audio-recordings and partly through video recordings during the academic years of 1967/1968 and 1968/1969 by a team of researchers at the University of Gothenburg.

## Implications For Educators About

Other

## Implications For Stakeholders About

Researchers

# Abstract

Purpose
The purpose of this paper is to historicise research conducted in the fields of Information Seeking and Learning and Information Literacy and thereby begin to outline a description of the history of information in the context of Swedish compulsory education.
Design/methodology/approach
Document work and documentary practices are used as alternatives to concepts such as information seeking or information behaviour. Four empirical examples of document work – more specifically informational reading – recorded in Swedish primary classrooms in the 1960s are presented.
Findings
In the recordings, the reading style students use is similar to informational reading in contemporary educational settings: it is fragmentary, facts-oriented, and procedure-oriented. The practice of finding correct answers, rather than analysing and discussing the contents of a text seems to continue from lessons organised around print textbooks in the 1960s to the inquiry-based and digital teaching of today.
Originality/value
The paper seeks to analyse document work and documentary practices by regarding “information” as a discursive construction in a particular era with material consequences in particular contexts, rather than as a theoretical and analytical concept. It also problematises the notion that new digital technologies for producing, organising, finding, using, and disseminating documents have drastically changed people’s behaviours and practices in educational and other contexts.

# Outcome

"[T]he style of reading that the students engage in in the recordings from the late 1960s – which from a pedagogical point of view can be seen as problematic – is similar to informational reading in contemporary educational settings: it is fragmentary, facts-oriented, and procedure-oriented. The practice of finding correct answers, rather than analysing and discussing the contents of a text seems to continue from lessons organised around print textbooks in the 1960s to current inquiry-based and digital teaching. Thus, certain reading traditions seem to persist within the Swedish school system, despite the introduction of new technologies.... Technologically driven change is not as straightforward as is sometimes suggested in Information Seeking and Learning and Information Literacy research. Rather, new technologies are implanted into socio-historic practices that are changing slowly and in non-linear ways." (Author, 1948)