



# LUND UNIVERSITY

## Challenging Information Literacies for a Democratic Society

Sundin, Olof

2015

[Link to publication](#)

*Citation for published version (APA):*

Sundin, O. (2015). *Challenging Information Literacies for a Democratic Society*. Abstract from Information: Interactions and Impact (i3), 2015, Aberdeen, Scotland, United Kingdom.

*Total number of authors:*

1

### General rights

Unless other specific re-use rights are stated the following general rights apply:

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: <https://creativecommons.org/licenses/>

### Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

LUND UNIVERSITY

PO Box 117  
221 00 Lund  
+46 46-222 00 00



Keynote presentation at *Information: Interactions and Impact*

Olof Sundin  
Lund University

23rd of June 2015

### **Challenging Information Literacies for a Democratic Society**

How can information literacy research make a difference and how can it provide some answers to the big issues that contemporary society is facing? We are witnessing a rapid change of the information infrastructure around which we organise much of our lives. Commercial services such as Google and Facebook shape our understanding of what there is to know in the world. Mobile devices make this infrastructure always present and into a formative part of our everyday lives. The digitisation of school practices has only just begun to challenge the traditional epistemology of learning. All these developments have huge implications for how we see information literacy and what we want it to mean. Yet, information literacy as both a professional activity and a field of research has difficulties to reach out to an audience outside our own discourse. Drawing on my own research on the role of information searching in everyday life and in the field of education, I will argue that we as researchers and as professionals need to be bolder and less afraid of being complicated. This also means taking a stance, creating frictions, and posing the "big" and problematic questions and even trying to provide some of the answers.