

## Special issue: Creating Knowledge X

### *Editorial*

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This special issue of The Nordic Journal of Information Literacy in Higher Education (NORIL) is in its entirety dedicated to the 2021 edition of the conference Creating Knowledge. The conference is international but has its main audience in the Nordic countries. It is bi- or triennial and is hosted by the Nordic countries in turn. In 2020, the conference was originally set to take place in Tromsø, Norway, but as we all know, the Covid-19 pandemic put an end to physical conferences for quite some time. As hosts from UiT The Arctic University of Norway we first decided to postpone the conference for a year, but in the end had to make the difficult decision of changing it into an all-online conference.

The overarching topic of Creating Knowledge is information literacy, a topic familiar and relevant in most libraries, and in most educational settings. We were also particularly interested in increasing the focus on learning, or rather the connection between learning and information literacy, which is reflected in one of the keynotes.

Central to our perception of the term information literacy is the integration of information literacy in learning in all educational levels. In addition to critical thinking, learning strategies and academic writing, information literacy also encompasses a set of other generic skills, including reference management, searching and an ethical use of sources. Creating Knowledge 2021 included all this and more, in a varied programme, lasting two days in June 2021.

Our keynote presenters all offered a different take on information literacy. Professor Karen Douglas, from the University of Kent, UK, introduced us to “The psychology of conspiracy theories”, a topic that, despite its relevance was largely unfamiliar to many in the information literacy community. Our second keynote, Professor Roger Säljö from University of Gothenburg, Sweden, talked about “Learning in a designed world: Information literacy from

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rock carvings to apps”, incorporating his wide knowledge on learning with looking at how the various tools and technologies for learning affect us. Opening day 2 of the conference was Dr. Jane Secker from City University, London, UK, inviting us to rethink information literacy for the digital age with her talk “Frames, models and definitions”, and providing us with an insightful view of information literacy from “the other side”, i.e., from the faculty’s viewpoint.

The conference ended with a very inspiring talk from Professor Tove I. Dahl from UiT The Arctic University of Norway, entitled “What if being or becoming information literate were an adventure”, a talk designed to make us rethink our approaches to teaching information literacy, emphasising student interest, development, and adventurousness. A paper based on this talk is the first of six articles in this special issue.

Most presenters agreed to publish their abstract and, in some cases, also their presentation in a special issue of [Septentrio Conference Series](#). All speakers in the conference programme were in addition invited to submit an article to NORIL based on their talk. The contributions were submitted to a peer review process before publication.

The 6 articles included in this special issue together represent a glimpse into the many topics that the information literacy umbrella covers.

Tove I. Dahl’s contribution has already been mentioned, being one of the keynotes.

Experiences from the Covid-19 pandemic have affected many libraries, and in the article by Keziah Gibbs and Hannah Crago, we find out how they changed their teaching from in-person to online, and how these new services were welcomed by the students.

Information literacy is one of the corner stones of evidence-based practice in the health professions. In their article, Kari Kalland and Lilja Marlen Johannessen share their experiences with faculty collaboration, planning, course design, implementation, and revision of a common platform for teaching and learning evidence-based practice.

From Elisabeth Näverå and Anna Karin Olsson we learn about “The Scientific Wave”, a framework for cooperation between the library and faculty members from a business administration program.

Karin Pettersson discusses how archival material and other primary sources can help broaden our concept of information literacy and relates how such sources were used in information literacy classes, and the pedagogical challenges and opportunities this offered.

Jessica Thorn takes an andragogical perspective when she explains how librarian involvement and collaboration helped substantially improve student pass rates on a scientific report assessment in a nursing program.

Included in this journal issue is also an evaluation report, based on feedback from 190 of the conference participants. We hope this can be useful for future Creating Knowledge organisers and, possibly, for other conferences. According to the Zoom performance report, we had more than 500 participants both days, which is an absolute record for a relatively small conference like ours. We are, of course, aware that many participated only for parts of the conference, perhaps just for a single session. Nevertheless, these numbers tell us something about the outreach of online conferences, compared to standard, in-person events.

A trend in the participant feedback is a wish to create a Nordic platform for information literacy. Therefore, as a result of Creating Knowledge 2021, NordInfolit, the organisation originally behind Creating Knowledge was ‘revitalized’ and a [networking blog](#) was created. We hope this platform will make it easier to spread information about what is happening in the Nordic countries on the topic of information literacy, and that as many as possible of you will want to contribute to the blog.

As the hosts of an online conference, we were very happy to find that the spirit of supportive, professional collaboration, so characteristic of the information literacy community, shone through in the conference sessions, despite that extra digital layer between us all. The conference went smoothly, and the feedback we received from participants indicated they were overall quite happy with the event. There is no doubt that seeing each other in person makes for a different experience than interacting online, but online (and free) also meant that more people could attend and thus learn about important issues of information literacy and meet colleagues from other institutions.

I would like to thank all our reviewers and Helene N. Andreassen, Lars Figenschou and Torstein Låg in particular, whose essential contributions made this issue of NORIL a reality. UiT The Arctic University of Norway now hands the baton over to The University of Helsinki, where the next Creating Knowledge will be held 5-7. June 2024. I look forward to seeing you all there!