

20 - 22 March 2026

Lisbon , Portugal

Beyond Information Literacy: Librarians as Pedagogical Designers in Higher Education

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Abstract

Academic libraries are undergoing a profound transformation, shifting from service-oriented support structures to active pedagogical partners in higher education. This contribution introduces the DigiMaker pedagogical model, developed at Linköping University Library (LiUB), as a framework for integrating digital literacy, information literacy, and Education 4.0 principles into university curricula. The novelty of this contribution lies in the author's dual perspective as both librarian and lecturer, exploring the intersection of information science, pedagogy, and the innovative learning environment of a university makerspace. Drawing on years of practice within DigiMaker, the model is grounded in workshops, collaborative course design, and student-driven learning environments across multiple disciplines. A case from the Nursing programme illustrates how the model can be implemented in practice. Key examples include immersive VR patient simulations, gamified escape-room workshops, and a critical thinking project in which students analyze 18th-century health remedy texts, compare them with contemporary evidence, and critique social media health advice. These initiatives demonstrate how constructive alignment ensures technology-enhanced experiences are engaging, outcome-driven, and supportive of both cognitive and affective learning dimensions. Drawing on qualitative reflections and participation data, this presentation illustrates how academic libraries can act as co-educators and pedagogical innovators, integrating traditional literacy instruction, maker-based experiential learning, and conventional higher education pedagogical strategies. By presenting this model, the work demonstrates how libraries can actively contribute to pedagogical innovation and shape the future of university teaching.

Keywords: Collaborative Learning; Education 4.0; Makerspaces; Pedagogical Innovation; Teaching Practices