

## **Abstract for Ola Pilerot's keynote**

### **Conditions for research use in library and information practice – a matter of learning**

This keynote concerns the relations between research activities in library and information science (LIS) – including the outcomes of these activities – and professional library and information activities. The aim of the presentation is to increase the understanding of how knowledge grounded in, and influenced by, LIS research can develop and become relevant and useful within professional practice. To conclude this main theme it is necessary to describe the relation between research production and -utilisation. The starting point is that the matter of learning constitutes a central part in this relation. How people learn, and negotiate what is important in their specific practice, is a question that can be answered in various ways. Arguments in favour of a socio-cultural and discursive perspective on learning are put forward; a perspective that emphasise the role played by culture and language in human development, and the mutual dependency between social and individual (or organisational) knowledge formation. In particular, the keynote focuses on how these relations can be described within a specific area of LIS, namely between research on information seeking and the teaching of information seeking in order to support information literacy. Examples are taken from the area of teaching information seeking as this is described in the literature, and from the authors' own experience of teaching information seeking. The presentation concludes with a suggestion for how research on information seeking possibly can be used by practitioners that teach for information literacy.