Today, primary school educators and primary school children are facing opportunities and challenges in relation to information activities and learning. These opportunities and challenges emanate from the introduction of new information and communication technology, and teaching methods that require children to independently seek and use information.

This book presents four studies of information activities at three Swedish primary schools where project-based teaching and learning methods are employed. It explores questions of ICT use, children’s question-formulations, and the seeking and use of visual information. In this way, the book describes and illustrates what information literacies might be in primary school. It also presents and exemplifies how a sociocultural perspective can inform theoretical and methodological approaches in the study of information activities and information literacies.

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