UNIVERSITY OF ZADAR
Department of Library and Information Science

in cooperation with

UNIVERSITY J. J. STROSSMAYER IN OSIJEK
Faculty of Philosophy
Department of Information Sciences
and
UNIVERSITY OF LJUBLJANA
Faculty of Arts
Department of Library and Information Science and Book Studies
and
RUTGERS UNIVERSITY
School of Communication, Information and Library Studies
New Brunswick, NJ, SAD
and
UNIVERSITY OF CALIFORNIA, LOS ANGELES
Department of Information Studies
Graduate School of Education and Information Studies

POSTGRADUATE SCIENTIFIC STUDY PROGRAMME IN SOCIAL SCIENCES

Title of the Accredited Program:

KNOWLEDGE SOCIETY AND INFORMATION TRANSFER

Zadar, January 2009

1. INTRODUCTION

The proposition of the programme and executive programme for a interdisciplinary doctoral study in social sciences has been discusses since 2001 with partners at the University J. J. Strossmayer in Osijek (The Co-operation Agreement signed in 2004), Rutgers University, New Brunswick, NJ, USA (The Co-operation Agreement signed in June 2004), UCLA (The Co-operation Agreement signed in June 2007) and University in Ljubljana (attempts are being made to finalize the Co-operation Agreements).

This programme's objective is to offer the participants the necessary knowledge and skills connected with interdisciplinary organized courses of study that deal with the origin, organizaton, preservation and usage of written heritage, especially in regard to the influence of new technology on the development of knowledge society and the transfer of information, encourage critical thinking and provide prerequisites for a successful and responsible scientific work in the field of information sciences in line with the highest professional and ethical standards in the scientific work.

1.1. Reasons for the introduction of the programme

a) *Purpose assessment*

Information science is a relatively young scientific discipline. It has been strongly developed ever since 1960ies and in some developed countries it has reached its full social and cognitive institutionalisation. In Croatia, however, it has been developed since the foundation of the undergraduate programme at the University in Zagreb. The first postgraduate programme in this field was founded at the beginning of 1960ies as a result of efforts to establish the formal education of information professionals of various profiles, in particular in the area of science and medicine. On the one hand, that programme encouraged the connection of archival studies, librarianship, and museology whose institutions have traditionally been associated with selecting, collecting, processing, preserving and mediating information and documents of all kinds. On the other hand, that programme also drew the attention to stronger utilization and application of new information and communication technology in everyday life. Since at the end of 20th century in the developed countries there has been the emphasis on the existence of natural ties between archival studies, librarianship and museology in the global infrastructure environment, the vision of B. Težak is today interpreted as a valid foundation for interdisciplinary and multidisciplinary studies and research, whose quality relies not only on the new ICT technology, but also on the interpretation of information phenomena as well as nature and developmental directions of knowledge society from the point of view of education, psychology, philosophy, sociology, linguistics, history and other disciplines in the area of social sciences and humanities.

There is no doubt, as some of EU documents, Croatian and Slovenian strategic documents[1] explicitly point out, that scinece, education and ICT is the one of the corner stones of culture, education, scientific work and economy for the society that stresses importance of its democratic development. ICT is a powerful change-maker in all the areas of modern society since it finds the application in all the areas of culture, education, economy and science. The easy access to information and knowledge, supported by the new ICT, should therefore enable and make easier the quality decision making in education, scientific investigations, long-term preserving and promoting of national cultural heritage, everyday-business, government administration, education, health services and private life of every individual, especially in regard to proclaimed goal of turning Croatia and Slovenia into the knowledge society.

This *Proposal* is based upon:

- expressed social need to explore written heritage, its origin, organization, presrvation and usage as part of the social memory; in this regard it follows priorities in scientific research (especially in regard to Croatian and Slovenian identity);
- need for systematic exploration of citizents' information needs and habits in modern society with a goal to contribute towards strengthening of the role of national cultures in the development of global and especially European information infrastructure
- need for systematic exploration of publishing and bookselling as well as assuring the basic framefork for advanced study of the problems and phenomena connected with lifelonf learning and management of educational information systems.

Due to the changes in the European higher education area (Bologna process) and calls for quality teaching and the increase of scientific research in the field of information sciences as well as the growing need of interdisciplinary research in which the segment of processing, transfer, usage and preservation of information is extremely important, there is an increased need for more people with PhD degree in the field of social sciences and information sciences in particular.

b) Foundation on competitive scientific research and competences required for the development of knowledge society

The doctoral programme was drawn up as an scientific study that should encourage collaborative research of information phenomena, information process participants' behaviour, research of origins, distribution, organization, preservation and usage of written heritage and publishing (especially in regard to heritage as a part of national identity), building of theoretical framework of interdisciplinary and multidisciplinary

[1] Cf, per example: *Implementation of the European Research Area in the Social and Human Sciences, especially as regards the coordination and opening-up of national programmes: discussion paper*. / by dr. J. Smith. EU. Directorate-general for Research, 2003. Available at: ftp://ftp.cordis.europa.eu/pub/citizens/docs/study_era_shs_03.pdf;
Republika Hrvatska. Ured za strategiju razvitka republike Hrvatske. *Hrvatska u 21. stoljeću: informacijska i telekomunikacijska tehnologija*. Zagreb, srpanj, 2001. Available at: http://www.hrvatska21.hr;
Republika Slovenija. Vlada RS. *Strategija razvoja Slovenije*. 2005. Available at: http://www.podjetniskisklad.si/assets/files/material/StrategijarazvojaSlovenije_-_final.pdf ;

research of global information infrastructure, development of information society, digital libraries, etc.

Since this programme should enable the assessment of the students' workload and their research, the courses are grouped into two basic categories: research and learning within the programme and outside of it (e.g. published research papers).

Postgraduate (doctoral) programme consists of two parts whose objective is to master the theoretical and methodological knowledge needed for scientific and research work in the area of information sciences and to foster the development of independent scientific work of the participants.

It should be pointed out that this doctoral programme, as presented in this Proposal, is the appropriate framework for further efforts invested in the strengthening of scientific, teaching and research core in the field of information sciences. Competent experts, lecturers at higher education institutions and researches can be educated only on the bases of a clear developmental strategy of professional and scientific staff that will be capable of promoting the ideas and mediating the information necessary for the development of the knowledge society and the application of ICT in culture, education, scince and other fileds.

According to the strategic vision of development expressed in the document Croatia in the 21st century[2], the rate of growth of the gross national product per capita correlates highly with the level of education and the state's investment into education because technology can be used for economic growth only if there exists the educated work force. This proposal offers the vision and organizational starting point for education of experts who will contribute to:

- the quality of scientific and research work in the area of information sciences with special regard to investigations into cultural heritage phenomena and publishing, digitization, preservation and representation of written heritage originated from Central and South Europe as well as different users studies and investigations of reding habits and information needs;
- the quality of educational processes at the academic level and the increase of the annual rate of professionals educated for information mediation and application of new technology in culture, education and science;
- improvement of educational process by the optimal usage of ICT and distant education (DE) programs.

c) Establishment of related research and research-based education between higher education institutions, scientific institutes, private and public sector

Projects carried out in the field of information sciences whose holders are teachers from the Department of LIS and some other departments in Zadar, Faculty of Philosophy in Osijek and Faculty of Arts in Ljubljana as well ass from partner institutions at Rutgers and UCLA, are basically interdisciplinary projects (philosophy, economy, technology, sociology. Communicology, computer sciences et al), memory institutions (e.g. Croatian Academy of Arts and Sciences, National and University Library, university and monastery archives and libraries), research institutes (such as Institut Rudjer Boškovic) as well as profit (e.g. publishing houses, bookshops) and non-profit institutions (e.g.

[2] Ibid, p. 9

Croatian Academic and Research Network – CARNet, University Computer Centre – SRCE, Academic and Research Network of Slovenia – ARNES, Institut for Information, Science, Maribor – IZUM).
Projects such as Postgraduate Program for Publishers (Oxford Brookes, Ljubljana), European Joint Master Programme for Digital Libraries and Learning (Parma, Oslo and Tallin) and Joint Graduate programme 'Digititzation of cultural heritage' (Zadar, Osijek and Parma) are supported by EU funds (Minierva, Erasmus) and Croatian National Science Foundation and are valuable base for further development of joint studies at graduate and postgraduate level as well as profilation of the regional center of excellence for studying of written heritage originated in Central and South Europe.

d) Comparability with programmes of reputable foreign higher education institutions, particularly with those from European Union

This programme was designed in such a way to take into consideration results of previously conducted research (results were published in foreign and domestic journals and proceedings), visits to potential partner institutions (e.g. in Eisenstadt, Oxford, Ljubljana, Parma, New Brunswick), agreements with partner-institutions regarding the engagements of professors from abroad, and mutual recognition of credits in all the situations where students (under advisement of their supervisors) choose courses/modules on postgraduate and graduate programmes on partner-institutions.

1.2. Former experience of the programme proposer in conducting postgraduate doctoral studies and other postgraduate programmes

University of Zadar offered postgraduate study in Information Sciences – the Deparment of Informatology and Communicology. The teachers from the LIS department were not involved in program since the Department was only founded in 2004. Nevertheless, both departments are interested in continuation of the research in information science field, especially in regard to communicology. LIS department has been developed mostly with a support from the Department of information sciences, Osijek and it plans to continue this cooperation.

Faculty of Philosophy, University in Osijek, has so far had no postgraduate programmes in the field of social sciences, since it has been offering up to now undergraduate and graduate programs (Library and Information Science started in 1998). Some of teachers participated in the period 1990 through today in the implementation of the postgraduate studies in information sciences at the Faculty of Philosophy at Zagreb University (Aparac-Jelušić offered three courses and served as an advisor for 8 PhD students, Stipčević offered two courses and served as an advisor, Sečić and Jelušić acted as guest lecturers and advisors, Saracevic acted as a guest lecturer and advisor). Researcher from two other partners institutions have experience in research and they participated in postgraduate programs at their respective institutions.

Deparment of LIS and Book Studies in Ljubljana has been offering undergraduate and postgraduate programs ('pre-Bolognja' programs, including the PhD programme since 1997) and will start with new graduate program from 2008/2009.

Department of Information Sciences, University of Zadar, as a main initiator of the new programme, has developed a fertile co-operation with reputable university teachers within the International Conference Libraries in the Digital Age (LIDA) which, by the help of the Croatian Ministry of Science, Education and Sport, has taken place at the Inter-University Centre in Dubrovnik every year since 2000. Next to university teachers, the participants of that conference are also students of the former undergraduate programmes in Osijek and Zagreb, the postgraduate programme in Zagreb and foreign students. Co-directors of LIDA are professors Tefko Saracevic (Rutgers) and Tatjana Aparac-Jelušić (Osijek), and each year the third co-director is chosen according to the main themes (e.g. professors Rafael Capurro from Stuttgart University of Applyied Sciences, Germany – LIDA 2001; Pertii Vakkari from Tampere University, Finland and Peter Ingwersen from Royal School for LIS, Denmark – for LIDA 2002; Paul Sturges from Loughborough University, UK – for LIDA 2003; Nicholas Belkin, Rutgers University, USA – for LIDA 2004; Christine Borgman, UCLA – for LIDA 2005; professors Carol Kuhlthau and Ross Tood, Rutgers University – for LIDA 2006 and Sanda Erdelez, University of Missouri and Paul Kantor, Rutgers University – for LIDA 2007).

Department of Information Sciences in Osijek is negotiating its collaboration in the Postgraduate Programme for Publishers (Oxford Brookes, Ljubljana) and the European Joint Master Programme for Digital Libraries and Learning Parma, Oslo, Tallin). The Department is also a coordinator of the project whose aim is to establish international joint graduate study „Written heritage in the digital environment“ whereas mutual recognition of diplomas and implementation of joint program is envisioned.

Professor Aparac-Jelušić, head of the Department of Library and Information Sciences in Osijek and Zadar, was awarded by American Society for Information Science and Technology the prestigeous Thompshon/ISI Outstanding Teacher of Information Science 2006 Award.

1.3. Openness for student mobility

Partners agree that the first year, one semester or one modul can be taken at any of the partner institutions.

In all cases students are going to be stimulated to choose electives offered by collaborating institutions and those institutions that offer programs interesting for students' future research work.

1.4. Possibility of the inclusion of the program or its part and Joint Study Program

As stated earlier, the signed agreements with collaborating institutions (Rutgers University, University in Zadar), current negotiations (University in Parma and University of Ljubljana) and initiated negotiations (Oxford Brookes University) guarantee the continuation of efforts to achieve the optimal solutions, one of which is without question the possibility to create and carry out joint study programs.

The Joint program in Digitization of Cultural Heritage (Osijek and Parma) is ongoing project financed by the Croatian NSF and the application of the European Joint Master Program for 'Digital Libraries and Learning' – DILL, prepared within the EU Erasmus Mundus project is also under negotiations.

2. GENERAL PART

2.1. Name of the study program

Postgraduate scientific study program (doctoral program) – (Postgraduate Education, PhD Studies)

- PhD, Social Sciences – Scientific Field: Information Sciences

The title of the program: Knowledge Society and Information Transfer

2.2. Holder of the program

University in Zadar
The program will be carried out by: Department of LIS, in cooperation with:

- Faculty of Philosophy (L. Jaegera 9, 31000 Osijek)
- Department of LIS and Book Studies, Faculty of Arts, University of Ljubljana, Slovenia
- Graduate School of Communication, Information and Library Studies, Rutgers University, NJ, USA
- Department of Information Studies, Graduate School of Education and Information Studies
- and visiting scholars from: City University, London (UK) University Loughborough (UK), Oxford Brookes, Oxford (UK), Royal School of Library and Information Science in Copenhagen (Denmark), University of Missouri at Columbia (US)

2.3. Institutional strategy of the doctoral program development

Starting from the idea of a unique and modern European University founded on appreciation for ICT and an expert management of change in higher education and research work, the ideal that universities in Osijek and Zadar (as Croatian partner university) are hoping to achieve, the important objectives of this course of studies are:

- initiation of collaborative scientific and research projects that would engage teachers from different departments/faculties/universities. Those projects will encourage interdisciplinary research of information phenomena, particularly those connected with heritage preservation and promotion, library and information science, publishing and bookselling, information usage and needs, information literacy, information habits and retrieval.
- enabling a systematic education of research staff that would be capable of initiating and carrying out study programs at undergraduate and graduate level. Those experts are needed at the wider area of Dalmazia, Slavonia and Baranya as well as other regions in Croatia and bordering countries, since it is evident that presently there is a need for more research staff with appropriate scientific and research degrees and titles.

– to build up prerequisites for Zadar, Osijek and Ljubljana Universities that will enable them to become strong regional centres for interdisciplinary research of:
    - information needs and reading habits of children and young adults with a special emphasis on needs of senior citizens
    - preservation, organization and usage of written heritage, especially in relation to the need to educate experts for work with old and valuable written material, for its protection and representation in electronic environment
    - developmental trends and challenges of new technology in the field of education, publishing and bookselling.

In line with the expected development of departments in Zadar, Osijek and Ljubljana especially in relation to the expected increase in the number of faculty (four openings for teaching and research assistants are approved) and current faculty (one full time professor, three associated professors, five assistant professors – one of them is on Fulbright at Rutgers University, U.S., seven teaching and research assistant – six are finalizing their graduate studies), *Proposal* of the program has been envisioned in such a way that on the basis of offered elective courses a new module could be developed and offered when legal preconditions for that be met (for example, research related to philosophical views of the digital age or pedagogical and psychological aspects of distance education).

2.4. Originality of the doctoral program

a) this is an interdisciplinary program in the field of social sciences, with possibility of independent choice of electives from humanities and technical sciences. As far as we know, there is no such or similar interdisciplinary program in Croatia.
b) its originality comes out of the idea to base students' research activities on the approved scientific projects that follow up priorities expressed in the National Research Strategy (section: Croatian cultural identity and knowledge society)
c) this proposal is founded on the recommendations of several professional association such as European Council of Information and Documentation Associations for information professionals education (ECIA)[3], CILIP[4] and EUCLID[5]
d) the program is founded on co-operation of scientific and research staff from several different institutions and several scientific disciplines (e.g. information sciences, philosophy, pedagogy, publishing, computer sciences)
e) special attention was given to making connections and partnerships with business sector, especially in regard to students' practical work and future potential place of employment. Furthermore, the support of professional associations was obtained (e.g.

[3] Europriručnik I&D. Vol. 1. Znanje i odlike europskih stručnjaka za informacije i dokumentaciju. 2 changed ed. Zagreb : HID, 2005. (translation of a manual created within EU programme, originally entitled Leonardo da Vinci).
[4] CILIP – Chartered Institut for LIS. of Professional Knowledge: Setting out an adaptable and flexible framework for your changing needs- London : Chartered Institute of Library and Information Professionals, 2004.
[5] EUCLID is European Association of LIS academic institutions. Results of the investigations sponsored by the EU Socrates Programme are published in the book European Curriculum Reflections on Library and Information Science Education. Prof. Aparac-Jelušić is the coautor of one chapter of this book.

Croatian Library Association, Croatian Information and Documentation Association, Association of Publishers and Booksellers).

Depending on the approved scientific programs/projects and the creation of a critical mass of faculty, following the expressed needs for specialist education, study will be connected with courses at the specialist postgraduate program, and with time two more specialist programs could be offered.

What is characteristic of this graduate program is its basis in scientific programs/projects, openness to international collaboration (faculty and student exchange, lectures in English and Croatian) and thematically designed modules which can be upgraded.

2.5. Entry requirements – special entry requirements for students who earned their qualification before 2005 (former educational system)

Entry requirements are graduate degree from information sciences (minimum of 300 credits) or from other disciplines (minimum of 300 credits) and published papers (in important international journals) on information science topics. Students who came from other disciplines and are interested in interdisciplinary study of information problems, are required to take additional exam, which will test their familiarization with social and cultural elements of information society as well as their skills for work in electronic environment. Basic and additional conditions are listed in the Book of regulations for postgraduate program (Appendix).

2.6. Election criteria and procedures

Doctoral postgraduate study program «Knowledge Society and Information Transfer» is designed for information professionals (librarians, archivists, museum workers, information brokers, publishers etc.) and other professionals from the field of social sciences and humanities interested in research connected with development of knowledge society and communication paradigm, education and culture, as well as preservation and promotion of cultural heritage and who would be willing to focus their efforts to writing a PhD thesis and consequently working in scientific or academic field.

Basic prerequisites for program entry are: knowledge and skills acquired at graduate level (minimal grade average: 4.0 – relevant only program-related subjects), excellent knowledge of English language and passive knowledge of some other foreign language, communication skills and computer literacy.

Candidates should apply for the entrance procedure and their applications will be subjected to the evaluation procedure. The evaluation procedure will take into account the following:

a) there will be a balanced number of candidates coming from various educational backgrounds (objective: diversity of fields and disciplines)
b) the list of taken electives (attached to the diploma paper) will be looked into (objective: information about candidates' interests)
c) whether candidates published scientific papers and were they active participants of professional and scientific meetings during their graduate study program (objective: creating the rank-list)

d) whether there is a need for an additional exam, and if so, what it should look like (objective: to advise candidates to look into some of the topics they did not come across during their undergraduate/graduate program)

2.7. Competences acquired during the program, the possibility to continue scientific and research work, the possibility of post-doctoral work and employment possibilities in public and private sector

Students are prepared for scientific, research and teaching work in the area of social sciences with emphasis on phenomena connected with knowledge society, transfer of information, publishing and bookselling and protection and promotion of cultural heritage.

At this level, students look more closely into theoretical issues, taxonomy and research methodology, in particular as related to their own research for doctoral dissertation. They are expected to understand and explain theoretical concepts in the broad field of social sciences, principles and methodology of research processes in social sciences, ethical issues, problems of scientific communication in the information age, and cognitive processes in searching, retrieval and use of information. Special attention is given to the organization, preservation, usage and digitization of written heritage, in particular as related to publishing, local heritage, multiculturalism and interculturalism and on research of reading and distance learning.

In the first part of the study (organized teaching) students are introduced to the theoretical and methodological issues connected with the research of society and transfer of information as well as research methodology in social sciences. Students are familiarized with issues in information ethics and with advanced research of information retrieval and user behavior. After that, according to their research interest students choose from a number of offered optional modules. In this part it is ensured that students critically look into the published work relevant to their research interest. They are also expected to understand and critically evaluate relevant literature from their field of interest and to master skills necessary to solve research questions they face.

Students are expected to independently conduct research projects, to be successful in their academic and research work, to find employment as research associates at various higher education institutions and research institutes that are in constant need of educated research workers, as well at to be eligible for positions that include planning, management and evaluation of information systems and networks in national and regional information institutions, offices of national and local government, state archives, national libraries, museum documentation centres, research and university computer centres.

Upon completion of the program, students are expected to continue their education in Croatia and abroad (scholarships within EU funded programs, Fulbright, DAD, etc.)

3. DESCRIPTION OF THE POSTGRADUATE PROGRAM

3.1. Structure and organization of the doctoral study program

Postgraduate (research) three year program – PhD

This doctoral program in social sciences is organized as a full-time study (duration: three years – six semestres) and ends with the public defense of doctoral thesis. Doctoral postgraduate program is organized to adhere to European Credit Transfer System (ECTS). It consists of four subject areas:

- Theoretical-methodological courses. These, as a rule, should be taken during the first semester, at first year of study. Students are required to obtain 30 credits from this subject area. The aim of these courses is to introduce students with research methodology, in particular in social sciences, ethical issues in research, especially in relation to scientific communication in networked environment, theory of Information Science to theory of information retrieval and research procedures and methods in particular research areas.
- Elective module courses and other elective courses which students choose according to their research interests, that will equip them with knowledge necessary for preparation and completion of doctoral thesis. Students are required to obtain a minimum of 20 credits from elective module courses during the second semester, and a minimum of 10 credits and a maximum of 20 credits from other elective courses during the third semester.
- Work with mentor – its aim is to discuss and elaborate issues in regard to scientific knowledge and problems in the particular research area which will lead students to final selection and preparation of the written proposal of their doctoral thesis. This work must broaden students' knowledge, and enable them to understand the current professional literature in the field of interest. Students are required to obtain 30 credits for their work with mentor on preparation of the public presentation of proposal of their thesis, and a minimum of 20 and maximum of 30 credits for extra-curricular research activities.
- Independent research under supervision - encompasses research activity which ends with submission of doctoral thesis (deadline for its submission is prescribed by law). This carries 60 credits. The day when students fulfill all requirements from all four subject areas is considered as an end to the organized study and a possibility for submission of the written thesis for evaluation.

3.2. List of obligatory and elective modules/courses with a number of teaching hours required and ECTS credits.

Obligatory Units

IZO001	Assoc. Prof. S. Jelušić, Assist. Prof. G. P. Šantek, Assoc. Prof. P. Južnič, Prof. Christine Borgman	Research Methodology of Social Sciences	2		1				45	**10**
IZO002	Professor T. Aparac-Jelušić Visiting Professors: Tefko Saracevic, David Bowden, Prof. Michael Buckland	Theory of Information Science(s)	2		1				45	**10**
IZO003	Assoc. Prof. M. Žumer, Assist. Prof. K. Petr, Visiting Professors: Nicholas Belkin and Peter Ingwersen	Information Retrieval Theory	2		1				45	**10**

Elective Module I – Organization, Preservation and Use of Written Heritage (offered in 2008/2009 and 2010/2011)

IZB001	Professor A. Stipčević, Assist. Prof. Z. Velagić and Assoc. Prof. M. Kovač	Social History of the Book				1		1	30	**5**
IZB002	Assoc. Prof. D. Sečić and Assist. Prof. J. Lakuš	Written Heritage in European Libraries				1	1	1	45	**10**
IZB003	Assoc. Prof. M. Willer, Assist. Prof. D. Hasenay, Assoc. Prof. A. Šauperl	Protection and Bibliographic Processing of Rare/Old Books and Manuscripts				1	1	1	45	**10**

Elective Module II. Research into Information Needs and Reading Habits (offered in 2008/2009 and 2010/2011)

IZP001	Assoc. Prof. S. Erdelez, Assist. Prof. L. Knaflič, Assist. Prof. I. Stričević	User information behaviour				2		1	45	**10**
IZP002	Assoc. Prof. R. Todd, Assist. Prof. L. Knaflič Assist. Prof. A. Blatnik	Psychologycal, Social and Cultural Aspects of Literacy				1		2	45	**10**
IZP003	Prof. emerita C. Kuhlthau, Assist. Prof. I. Stričević, Assoc. Prof. R. Todd	Information Needs and Habits of Children and Young Adults				2		1	45	**10**

Modul III. – Managing of Change in Publishing (to be offered in 2008/2009 i 2010/2011)

IZN001	Assoc.. Prof. M. Kovač Assist. Prof. Z.Velagić Assist. Prof. A. Blatnik	Socio-cultural aspects of Publishing and Bookselling				2		1	45	10
IZN002	Prof. P. Richardson doc. dr. sc. M. Barišić	Economics of Publishing				1		1	30	5
IZN003	Prof. K. Smith doc. dr. sc. M. Barišić	Marketing Strategies in Publishing and Bookselling				2		1	45	10

Elective Courses

IZI001	Assoc. Prof. V. Jelkić, Assist. Prof. I. Mikecin, dr. J. Ćirić	Philosophy of Knowledge	1		1				30	**5**
IZI002	Assoc. Professor D. Bowden	Information Ethics				1		1	30	**5**
IZI003	Assoc. Prof. M. Dalbello Professor P. Sturges	Phenomenology of Reading				1		1	30	**5**
IZI004	Assoc. Prof. P. Južnič Assoc. Prof. D. Sečić	Knowledge Bases of Online Reference	1		1				30	**5**
IZI005	Assoc. Prof. M. Žumer K. Golub, PhD	Advances in Semantic Web				1		1	30	**5**
IZI006	Assoc. Prof. Mirna Willer Assoc. Prof. A. Šauperl	Cataloguing of Digital Documents	1	2					45	**10**
IZI007	Assoc. Prof. D. Sečić J. Lakuš, PhD	Comunnicological Aspects of Newspapers in 19th and at the beginnings of 20th Century				1		1	30	**5**
IZI008	Profesor L. Bognar	Teoretical Foundations of Distance Education	1		1				30	**5**
IZI009	Assoc. Prof. D. Vican	Curriculum Theories in the Context of Life Long Learning				1		1	30	**5**
IZI010	Professor N. Babić Assist. Prof. I. Stričević	Management of Information Systems in Education	1		1				30	**5**
IZI011	Professor N. Babić	Research into Pedagogic Phenomena				1		1	30	**5**
IZI012	Assoc. Prof. V. Jelkić Assist. Prof. I. Mikecin	Epistemology and Knowledge Theories	1		1				30	**5**
IZI013	Assoc. Prof. P. Južnič	Webometrics analysis				1		1	30	**5**
It is also possible for students to chose one or two of Elective Courses offered at the Graduate Program										
IZID04	Assist. Prof. Damir Hasenay	Methods of Protection of Paper Material				1	2		45	5
IZID05	Assist. Prof. Mirna Willer	Preservation and Conservation of Electronic Documents				1	2		45	5

3.3. Obligatory and elective activities (participation at seminars, conferences, round tables etc) and criteria for their recognition through ECTS credits

Undergraduate students (3rd and 4th year students) at Faculty of Philosophy already participate at domestic and international seminars, conferences etc., and in particular at BOBCATSSS symposium (annual symposium of European library and information schools/departments) and LIDA conference (international conference Libraries in the Digital Age) co-organized by Department of information sciences in Osijek and Graduate School of Communication, Information and Library Studies at Rutgers University, US. It is planned to continue with this practice and further develop it by inclusion of postgraduate students as well.

According to Regulations on postgraduate studies such participation earns credits (ECTS); following types of participation are distinguished: active participation (paper, poster etc. presentation), participation or working on organizational bodies of seminars. Following credit categories are identified:

- Participation at domestic seminar, with presentation – 5 credits
- Participation at international seminar, with presentation – 10 credits
- Published works:
  - Original research paper published in A1 journals – 20 credits
  - Original research paper published in A2 journals – 15 credits
  - Review paper – 10 credits
  - Preliminary report – 5 credits
  - Professional paper – 3 credits
  - Review – 2 credits

3.4. Course description

IZO001 RESEARCH METHODOLOGY IN SOCIAL SCIENCES
ECTS – 10 credits **2+0+1**

Course description
Explanation of issues related to interpretation of scientific development, interpretation of the 'scientific paradigm'. Theories in science: theories and hypothesis, theories and models. Types of theories (paradigmatic theories; conceptual theories; empirical theories – causality and probability against verifiability and refutability; axiomatic theories and mathematical models).
Qualitative methods and their implementations in research of social and information phenomena; Nature of qualitative research, topic selection and development of qualitative study strategy; Qualitative analysis and interpretation. Research examples; discussions and identification of advantages and disadvantages in relation to selected research methodology, processing and presentation of results, conclusions; impact of 'best' research practice on research development and implementation.

Objectives – general and specific competences
- Introduce students to epistemological and gnoseological theories and methodological foundations of social sciences
- Give students the possibility to exchange ideas and views on scientific paradigms and instruct them in theoretical analysis of science
- Present strategies and methods of qualitative research in social sciences
- Provide students with an opportunity to implement adequate methods in pilot studies

Format of the course: Lectures, seminars, discussion of selected reading
Assessment: Written paper and oral exam
READING
Required:
1. Borgman, C. *Scholarship in the Digital Age: information, infrastructure, and the Internet*. Cambridge, MA : MIT Press, 2007
2. Halmi, A. *Strategije istraživanja u primjenjenim društvenim znanostima*. Jastebarsko: Naklada Slap, 2005.
3. Luhman, N. *Znanost društva*. Zagreb : Politička kultura, 2001.
4. Patton, M. Q. *Qualitative Evaluation and Research Methods*. Newbury Oark : SAGE, 1990.

Recommended:
1. Halmi, A. *Multivarijatna analiza u društvenim znanostima*. Zagreb: Sveuč. u Zagrebu : Alinea, 2002.
2. Lelas, S. *Promišljanje znanosti*. Zagreb : Hrvatsko filozofsko društvo, 1990.
3. McCrank. *Historical information science: an emerging unidiscipline*. Medford, NJ. : Information Today, 2002.
4. Pennanen, M. & Vakkari, P. *Students' conceptual structure, search process and outcome while preparing a research proposal*. // Journal of the American Society for Information Science 54, 8(2003), 759-770.
5. *Statistics in practice: measuring managing : proceedings* / edited by C. Creaser. Loughborough : Library information statistics unit (LISU), Department of information science, Loughborough University, 2003. (LISU occasional paper ; 32)
6. Strauss, A. L. ; Corbin, J. *Basic of Qualitative Research: Grounded Theory Procedures and Techniques.* London : Sage, 1998.
7. Webber, M. *Metodologija društvenih nauka*. 2. izd. Zagreb : Globus, 1989.

Elements of assessment:
Final grade is calculated on the basis of:
- active participation in lectures and seminars (systematic reading of required texts) – maximum of 60 points
- written paper on field assignment – 80 credits (minimum 50)
- oral exam – maximum 60 points

Quality and performance monitoring – Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZO002 THEORY OF INFORMATION SCIENCE/S
ECTS – 10 credits **2+0+1**

Course description
Theoretical foundations of LIS; subject of LIS and subject of its subdisciplines; origin of LIS: nature and definitions, broader information sciences (IS), theoretical problems and approaches; historical development of IS and its subdisciplines; methods, techniques and methodology of IS; epistemology of IS. Theory at the end of 20th and beginning of 21st century – problem of ahistoricism, conversion issues, new digital environment. Most important theoreticians and schools of thought. Influences – comparative studies. Theoretical foundations of disciplines focusing on heritage. Origins of the new heritological paradigm: notion of local studies, new theoretical knowledge of heritage phenomena. Analysis of the role of other disciplines in the concept of heritage (IS as emerging field and disciplinary framework). Oral tradition as heritage.

Objectives – general and specific competences
Familiarize students with development of theoretical thought in the field of LIS and enable them to recognize, understand and explain basic concepts, developments and methodology of the field. It is expected that students will be able to conduct independent research of problems of integral field of IS and its sub disciplines, in particular in relation to convergence and possible development in 21st century.
Give insight into theoretical-methodological foundations and deepen knowledge for and of understanding the role of heritage institutions, heritage industry etc. Discuss different types of presentation and linking of heritage information under the influence of new technologies, so that students can understand possibilities and nature of unsolved problems (e.g. insufficient knowledge about users of heritage information, uneven evaluation criteria, copyright issues etc.).

Format of the course and assessment
Lectures, seminars, discussions about requirred and recommended reading in class and via on-line discussion lists. Written paper.

READING

Required:

1. Aparac-Gazivoda, T. *Teorijske osnove knjižnične znanosti.* / Tatjana Aparac-Gazivoda. Zagreb : Filozofski fakultet, Zavod za informacijske studije Odsjeka za informacijske znanosti, 1993. (Radovi Zavoda za informacijske studije č knj. 7. Niz Knjižničarstvo č knj. 3). 222 str.
2. Hjorland, B. *Domain analysis in Information Science: eleven approaches – traditional as well as innovative.* // Journal of Documentation 58, 4(2002), str. 422-462.
3. Ingwersen, P. *Information and information science in context.* // Libri, 42, 2(1992), str. 99-135.
4. Saracevic, T. *Prilozi utemeljenju teorije informacijske znanosti*. Osijek : Filozofski fakultet, 2006.
5. Saracevic, T. *Relevance: A Review of the Literature and a Framework for Thinking on the Notion in Information Science. Part I: Nature and Manifestations of Relevance.* // JASIST, 58, 13 (2007),1915–1933.
6. Vakkari, P. *Library and information science: its content and scope*. // Advances in librarianship, 18, (1994), 1-55.

Recommended:

1. Aparac, T. *Informacijske znanosti: temeljni koncepti i problemi*. // Arhivi, knjižnice, muzeji : mogućnosti suradnje u okruženju globale informacijske infrastrukture. Zagreb : HBD, 1998. Str. 14-28.
2. Brookes, B. C. *The foundations of information science*. Part 1. Philosophical aspects. // Journal od Information Science, 2, 3/4(1980), str. 125-133.
3. Brookes, B. C. *Jesse Shera and the theory of bibliography*. // Journal of Librarianshop, 5 4(1973), str. 233-245.
4. Dogan, M. *The hybridization of social science knowledge*. // Library Trends, 44, 2(201), 296-315.
5. Hjørland, B. *Epistemology and the socio-cognitive perspective in information science*. // JASIST, 53, 4(2002), 257-270.
6. Hjørland, B. *Arguments for philosophical realism in library and information science*. // Library Trends, 52, 3 (2004), 488-506.
7. Ingwersen, P. *Cognitive perspectives of document representation.* // *Emerging Frameworks and Methods* : Proceedings of the Fourth International Conference on Conceptions of Library and

Information Science (CoLIS4). / ed. Bruce, H. et al. Greenwood Village, Colorado : Libraries Unlimited , 2002. Str. 285-300.
8. *Information Science: Integration in Perspective:* Proceedings of the 2nd. International Conference on Conceptions of Library and Information Science (CoLIS 2), Oct. 13-16, 1996. / ed. by P. Ingwersen and N. Ole Pors. Copenhagen : The Royal School of Librarianship, 1996.
9. Shera, J. S. *History and foundations of information science*. // Annual Review of Information Science and technology, 12(1977), str. 249-276.
10. *The Study of Information. Interdisciplinary Messages*. / ed. by F. Machlup and U. Mansfield. New York : John Willey&Sons, 1983.
11. Touminen, K. ; S. Talja ; R. Savolainen. *Discourse, cognition and reality: towards a social constructionists metatheory in library and information science*. // Emerging frameworks and methods: Proceedings of the 4th International Conference on CoLIS. / ed. by R. Fidel, H. Bruce, P. Ingwersen and P. Vakkari. Seattle, VA _ Libraries Unlimited , 2002. Pp 271-283.
12. Tuđman, M. *Teorija informacijske znanosti*. Zagreb : Informator, 1986.
13. Vakkari, P. ; M. Kuokkanen, M. *Theory Growth in Information Science: Applications of the Theory of Science to a Theory of Information Seeking*. // *Journal of Documentation* 53, 5(1997), str. 497-519.
14. Note: Note: Current literature will be assigned at the beginning of the course.

Elements of assessment:

Final grade is calculated on the basis of :

– active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
– written paper on field project –120 points (minimum 80 points)

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZO003 INFORMATION RETRIEVAL (IR) THEORY
ECTS – 10 credits 2+0+1

Course description

Theoretical questions of IR: approaches, models. Experiments with IR methods and techniques: important projects and studies and their impact on development of IR theory and practice. OPACs as IR systems. Subject searching in OPACs and WebPACs. Hypertext as alternative to alphabetical and sequential access and indexing languages. Cognitive maps, knowledge organization, field knowledge. Problems of dynamic linking of indexing languages in IR systems.

Research on on-line information retrieval, multimedia and hypertext; expert systems, techniques of information processing in natural languages; user interfaces.

Metadata for IR, content management systems – CMS for networked and intranet retrieval.

Objectives – general and specific competences

Through discussions on the basis of required and suggested reading prepare students to:

– understand conceptual framework of IR systems
– understand complex processes of evaluation of systems developed to facilitate IR.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists.

Written paper and written exam (on-line)

READING

Required:

1. Ingwersen, P. ; Järvelin, K. *The turn: integration of information seeking and retrieval in context* Springer, 2005.
2. Mizzaro, S. *Relevance: The whole history*. // Journal of the American Society for Information Science 48, 4(1997), 285-379.

3. Saracevic, T. *Relevance: A Review of the Literature and a Framework for Thinking on the Notion in Information Science. Part III: Behavior and Effects of Relevance*. // JASIST, 58, 13 (2007), 2126–2144.
4. Strzalkowski, T. *Natural language information retrieval*. // Information Processing and Management, 31, 3(1996), 397-417.
5. Vakkari, P. A *Theory of the Task-based Information Retrieval Process*. *Journal of Documentation* 57, 1(2001), 44-60.

Reccomended reading:

1. Belkin, N.J. *The cognitive viewpoint in information science*. // Journal of information science, 16 (1990), 11-15.
2. Borlund, P. ; P. Ingwersen. *The development of a method for the evaluation of interactive information retrieval systems.* // Journal of Documentation, 53, 3(1997), 1997, 225-250.
3. Buckland, M. ; Frederic, G. *The relation beetwen recall and precision* // JASIS, 45, 1. (1994)
4. *COLIS 3: Digital Libraries*. / ed. by T. Aparac, T. Saracevic, P. Vakkari and P. Ingwersen. Lokve : Naklada Benja, 1999. (some articles)
5. Cool, C. *The concept of situation in information science*. // ARIST, 35(2001)
6. Ingwersen, P. *Information Retrieval Interaction*. London: Taylor Graham, 1992
7. Ingwersen, P. & Järvelin, K. *Information retrieval in contexts.* // Information Retrieval in Context : IRiX : ACM-SIGIR Workshop 2004 Proceedings. / eds. Ingwersen, P., van Rijsbergen, C.J., Belkin, Nick, Larsen, B. Sheffield : Sheffield University , 2004. Str. 6-9. Available at: http://ir.dcs.gla.ac.uk/context
8. Järvelin, K. ; Ingwersen, P. *Information seeking research needs extension towards tasks and technology*. // *Information Research*, 10, 1(2004); URL: http://InformationR.net/ir/paper212.html
9. *Language modeling for information retrieval*. / edited by W. B. Croft and J. Lafferty. Dordrecht ; Boston ; London : Kluwer Academic Publishers, 2003.
10. Salton, G. *Automatic Text Processing: The transformation, analysis and retrieval of information by computer*. Addison-Wesley Publishing Company, 1989.
11. Saracevic, T. *Interactive models in information retrieval: A review and proposal*. // Proceedings of 59th Annual Meeting of ASIS, 1996.
12. Saracevic, T. *Relevantnost i kako se istraživala.* (Relevance and how it was studies). // Vjesnik bibliotekara Hrvatske (Journal of Croatian Librarians). 50, 1/2/2007), 1-26.
13. Vakkari, P. ; N. Hakala. *Changes in Relevance Criteria and problem Stages in Task Performance*. // *Journal of Documentation* 56, 5(2000), str. 540-562.
14. Vakkari, P. *Growth of Theories on Information Seeking*. // *Information Processing & Management* 34, 3/4(1998), str. 361-382.
15. Note: Current literature will be assigned at the beginning of the course.

Elements of assessment:

Final grade is calculated on the basis of :

– active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
– written paper on field project – 60 points (minimum 40 points)
– written exam – 60 points

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

ELECTIVE MODULE I.

ORGANIZATION, PRESERVATION AND USE OF WRITTEN HERITAGE

IZB001 SOCIAL HISTORY OF THE BOOK
ECTS – 5 bodova **1+0+1**

Course description

History of the book and in particular its social dimension has become one of the most popular aspects of the historical research – today it is one of the basic research areas of modern world historiography. The course will deal with the early Middle Ages period up until the modern time, with special emphasis on social aspects such as: book production, publishing, book trade, price of the book, book inscriptions, books for the common people, women and books, censorship, book as the means of marketing, supernatural power of the book, care of the book, removal of books from the country of its origin, lending of books, readers and reading etc.

It will be shown that after the revolution initiated by Johannes Gutenberg major changes occur in the status of the book in the society, also in Central and South European countries. The book becomes an important instrument of literacy in wider social strata, but also a source of scientific and technological information which will change social relations and provide firm foundations for the progress in all areas of human activity in the modern world.

Objectives – general and specific competences

Familiarize students with the basic characteristics of development of literacy and the role of the book in the social life in from the early middle ages till today. Students are expected to:

- recognize and understand the emergence and development of literacy in Central and South European countries from the early Middle Ages
- understand cultural heritage of the Roman region Illyria
- understand the role of the Church in the development of literacy and production of books
- understand and interpret the role and tasks of the book in society
- understand basic concepts and problems related to the production of books, their price, booktrade, social status of its owners, care of the books in Central and South Europe

Format of the course and elements of assessment

Lectures, seminars; discussions on selected examples in the classroom. Knowledge will be assessed in the formal meetings with the teacher and through monitoring of papers writing and in oral exam.

READING LIST

Required:

1. Bowker, G. C. *Memory Practices in the Sciences*. Philadelphia : ASIST, 2006
2. Finkelstein, D. ; A. McCleery. *The Book History Reader*. London : Routledge, 2002.
3. Graff, Harvey J. *The Legacies of Literacy. Continuities and Contradictions in Western Culture and Society*. Bloomington and Indianapolis : Indiana University Press, 1987.
4. *Izazovi pisane baštine*. Osijek : Filozofski faultet, 2005.
5. *Literacy in Traditional Societies*. / ed. by Jack Goody. Cambridge : The University Press, 1968.
6. Martin, H-J. ; L. Febvre. *Coming of the Book: The impact of printing 1450-1800*. Verso Classics, 10.
7. Stipčević, A. *Socijalna povijest knjige u Hrvata*. Knj. I. i II.. Zagreb : Školska knjiga, 2004., 2006.

Recommended: as arranged in consultation with the superviser, related to selected research topics

Assessment – Final grade is calculated on the basis of:

- active participation in lectures and seminars – maximum of 60 points
- paper on undertaken field work– 80 points (minimum of 60 points)
- oral exam – 60 points

Quality and performance monitoring

Attendance, assignment, required reading and attendance data base ; surveys.

IZB002 WRITTEN HERITAGE IN EUROPEAN LIBRARIES
ECTS – 10 credits **1+2+0**

Course description

The course presents and critically evaluates heritage in Central and South European national, academic and monastery libraries with special emphasis on outstanding collections in research libraries, archives and museums that own written heritage originated in Central and South European countries. Based upon comparative method and content analysis, issues such as legislative framework, professional norms and recommendations in relation to the development and activities of these libraries in the framework of selecting and preserving written heritage order to explain the process of building a national collection and valuable research collections.

Practical part of the course will be carried out as a research work in archives, libraries and museums holding important documents for research of written heritage originated from Central and South Europe.

Objectives – general and specific competences

- familiarize students with the most important works presenting and explaining research literature in academic libraries
- familiarize students with archives research methodology
- enable students to understand and critically evaluate specific phenomena in development of science and university education in Central and South Europe in late 19th and early 20th century.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper and oral exam.

READING

Required:

1. Sečić, D. *Kraljevska sveučilišna knjižnica u Zagrebu 1874.-1918. : prinosi proučavanju i vrednovanju razvoja srednjoeuropske knjižnice s dvojnom funkcijom*. Doktorska disertacija. Zagreb, Filozofski fakultet, 1996.
2. Sečić, D. *Ivan Kostrenčić : prvi hrvatski sveučilišni bibliotekar*. Lokve : Naklada Benja, 2000. (Hrvatski knjižničari ; knj. 2) (Sadrži i reprint Pravila za biblioteku kr. sveučilišta Franje Josipa I. u Zagrebu iz 1876.)
3. Verona, E. *Prinosi povijesti Sveučilišne knjižnice u Zagrebu u prvome razdoblju njena života : (1607-1773)*. // Zbornik naučnih i književno-umjetničkih priloga bivših đaka i profesora zagrebačke klasične gimnazije o 350-godišnjem jubileju : 1607-1957. Zagreb : Odbor za proslavu 350-godišnjice Klasične gimnazije, 1957., str. 357-379.
4. Verona, E. *Prinosi povijesti Sveučilišne knjižnice u Zagrebu i njena uređenja : (1773-1814*). // Vjesnik bibliotekara Hrvatske. 4, 1/4(1955/1957) 1-36.
5. Živković, D. *Matija Smodek : profesor i bibliotekar akademički*. Lokve : Naklada Benja, 2001. (Hrvatski knjižničari ; knj. 1)

Recommended:

1. Recommended by the supervisor in regard to the research interests shown by the candidates.

Elements of assessment:

Final grade is calculated on the basis of :

- active participation in lectures and seminars (syst. reading of required texts) – maximum of 80 points
- written paper on field project –120 points (minimum 80 points)

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZB003 PRESERVATION AND BIBLIOGRAPHIC PROCESSING OF RARE BOOKS AND MANUSCRIPTS
ECTS – 10 credits **1+1+1**

Course description
In the first part of the course, students are introduced to the new concept of access to description of library material by studying IFLA document *Functional requirements for bibliographic records* (FRBR). The course introduces students with the interpretations of concepts of: work, expression, manifestation, and item and relevance of such taxonomy for information organization. The course should show, through comparative analysis of FRBR, ISBD and UNIMARC format for bibliographic records, implications of that conceptual model on practice of cataloguing description.
In the second part, students are deepening their knowledge in bibliographic-cataloguing processing by re-examination of conventional paradigms for description of old and rare material and manuscript, by investigation peculiarities of old and rare material and manuscripts, identification of the material. At seminars, international standard for description of old and rare material, ISBD(A) is discussed along with problems emerging from the implementation of that standard and standards for description of special types of material.

Objectives – general and specific competences
Students are expected to be able to:
- analyze and understand the concept of work, expression, manifestation, item and responsibility relationships and taxonomy according to traditional concepts of work, text, document and item, and bibliographic and literary unit
- understand and comparatively analyze FRBR, ISBD and UNIMARC format
- understand and use IFLA standard ISBD(A) for description of old and rare material
- understand and use terminology and definitions, and identify pecularities of old and rare material processing.

Format of the course and assessment
Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper and oral exam.

READING
Required:
1. Horvat, A. *Oblikovanje osobnih imena u knjižničnom katalogu*. // Znanstveni skup Normizacija osobnih imena u knjižničarstvu i leksikografiji. Zagreb : Hrvatsko bibliotekarsko društvo, 1996. Str. 105-114.
2. *Disaster management for libraries and archives*. / ed. by G. Matthews and J. Feather. Aldershot : Ashgate, 2003.
3. *ISBD(A) : Međunarodni standardni bibliografski opis starih omeđenih publikacija (antikvarnih*) / [s engleskoga prevela, hrvatske primjere odabrala i izradila Tinka Katić]. Zagreb : Hrvatsko bibliotekarsko društvo : Nacionalna i sveučilišna biblioteka, 1995.
4. Jurić, Š. *Nekoliko slučajeva starijih fingiranih impresuma s imenima mjesta uzetim s područja Jugoslavije*. // Vjesnik bibliotekara Hrvatske 10(1964), str. 22-36.
5. Katić. T. *Stara knjiga: bibliografska organizacija informacija (Old and rare books: bibliographic organization of information).* Zagreb : Hrvatsko knjižničarsko društvo, 2007. (Posebna izdanja Hrvatskoga knjižničarskog društva ; knj. 12)

Recommended:
1. *IFLA study group on the functional requirements for bibliographic records. Functional requirements for bibliographic records : final report*. München : Saur, 1998.
2. Katić, T. *Digitalizacija stare građe*. // Vjesnik bibliotekara Hrvatske 46, 3-4(2003), 33-47.
3. Katić, T. *Katalogiziranje starih knjiga u CROLIST-u*. // Knjižničarstvo 1, 2(1997), str. 42-51.

Elements of assessment – Final grade is calculated on the basis of :
- active participation in lectures and seminars (systematic reading of required texts) – max. of 80 points; written paper on field project –60 points (minimum 50 points); oral exam – 60 points

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

ELECTIVE MOLDULE II

RESEARCH INTO INFORMATION NEEDS AND READING HABITS

IZP001 HUMAN INFORMATION BEHAVIOUR (HIB)
ECTS – 10 credits **2+0+1**

Course description

Comparative studies in cognitive psychology. Discussions about perception and representation of knowledge. Problematizing theoretical assumptions and practical implications of discipline interested in behavior of individuals when searching and retrieving information. Speacial attention is given to interaction between human beings and different types of data, information and knowledge, in so called situational context of behavior and impact of reading and information usage on individual and society in general. Information motives and searching methods employed by individual to fulfill information needs are given special attention.

Objectives – general and specific competences

This course will introduce students to human aspects of information services, with feedback information on how to review and use professional literature in this field, raise awareness bout HIB and facilitates student work in smaller groups in order to analyze and present additional relevant research.
Furthermore, students are trained to be able to recognize and explain development of and approaches to study of user behavior in information institutions and in web environment. It gives them knowledge about motivation, nature of needs and main forms of human behavior, in particular in interaction with new technologies.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists.
Written paper and written exam (on-line)

READING

Required:

1. Allen, B. *Cognitive abilities and information system usability*. // Information Processing & Management, 30, 2 (1994), 177-191.
2. Belkin, N. *Cognitive models and information transfer. //* Social Science Information Studies 4(1984), 11-130
3. Case, D. O. *Looking for information: a survey of research on information seeking, needs & behavior*. Philadelphia : ASIST, 2004
4. *Information Seeking in Context*. / ed. by P. Vakkari, R. Savolainen, B. Dervin. London ; Los Angeles : Taylor Graham, 1997
5. Ingwersen, P. *Cognitive Information Retrieval*. //Annual Review of Information Science & Technology, 34 (1999), 3-52
6. Pettigrew, K.E. ; R. Fidel, R. ; Bruce, H. *Conceptual frameworks in information behavior*. // ARIST, 35(2001), 43-78

Recommended:

1. Ashcraft, M. *Fundamentals of Cognition*. New York: Longman, 1998.
2. Belkin, N. *Anomalous state of knowledge for information retrieval*. // Canadian Journal of Information Science 5(1989), 133-143
3. Covey, D. T. *Usage and usability assessment: library practices and concerns*. Washington : Digital Library Federation, Council on Library and Information Resources, 2002
4. Dervin, B. ; M. Nilan. *Information needs and uses*. // Annual Review of Information Science and Technology (ARIST, 21(1986), 3-33
5. *Exploring the context of information behaviour*. / ed. by T. D. Wilson and D. K. Allen. London : Taylor Graham, 1999
6. Greenwald, A. G. ; D. L. Ronis. *Twenty Years of Cognitive Dissonance: Case Study of the Evolution of a Theory*. // *Psychological Review* 85(1978), 53-57
7. Groome, D.; Dewart, H.; Esgate, A.; Gurney, K.; Kemp, R.; Towell, N. *Introduction to Cognitive Psychology: Processes and Disorders.* Hove: Psychology Press, 1999

8. Ingwersen, P. *Cognitive perspectives of information retrieval interaction: elements of a cognitive IR theory.* // Journal of Documentation, 52, 1(1996), 3-50
9. Kuhlthau, C. C. *Seeking meaning: a process approach to library and information services*. Norwood, N. J. : Ablex Publishing Corporation, 1996
10. Nicholas, D. *Assessing information needs.* 2nd ed. London: Aslib, 2001
11. Parkin, A. *Essential Cognitive Psychology*. Hove; Psychology Pres, 2000
12. Roth, I.; Bruce, V. *Perception and representation: Current Issues*. Oxford: Oxford University Press, 1995
13. Vakkari, P. Task-based information searching. // Annual Review of Information Science and Technology 37(2002), 413-464
14. Wilson, T. *Information needs and uses: Fifty years of progress?* // Fifty years of information progress: a Journal of Documentation review. / ed. *by* B.C. Vickery London, ASLIB, 1994. Pp 15-51

Elements of assessment:

Final grade is calculated on the basis of:

– active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
– written paper on field project – 60 points (minimum 40 points)
– written exam – 60 points

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZP002 PSYCHOLOGICAL, SOCIAL AND CULTURAL DETERMINANTS OF LITERACY
ECTS – 10 credits 1+0+2

Course description

Research into psychological, social and cultural dimensions of literacy. Determination and concept of literacy in various scientific disciplines: psychology, sociology, culturology, etc. Development of literacy: theories of features of specific periods in the history of human kind and concepts of literacy development in various cultures; Acquisition of literacy: individual differences, social and cultural influences. Reading and writing learning process, motivation (internal and external), psychological attitudes toward special difficulties connected with reading and writing. Reading culture: family literacy, school system, society; Literacy and language theories: connection of literacy with cognition and metacognition, psychological factors of oral and written usage of language; Theories on literacy, roles and needs of an individual: education, work, family, free time, social inclusion.

Objectives – general and specific competences

Students will be able to:

– understand **i**mportance of reading and writing for learning, academic success and graduating, getting employed, quality of life
– comprehend presence of literacy in various aspects of individual activities; Various types of literacies and literacy-related skills. Various kinds of reading material, reading strategies and techniques;
– understand relation between literacy and ICT; Media literacy. Types of media literacy. Media education
– critically approach to media messages.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper.

READING

Required:

1. DeBruin-Parecki, A.; Krol-Sinclair, B. (eds.) *Family literacy: from theory to practice*, Newark, Delaware: IRA Inc., 2003.

2. Luyt, B. *Regulating Readers: The Social Origins of the Readers' Advisor in the United States.* // Library Quarterly 71, 4(2001), str. 443-67.
3. Maybin, J. (ur.) *Language and literacy in social practice*. The Open University, 1994.
4. Storey, J. *An Introduction to Cultural Theory and Popular Culture*. Georgia : University of Georgia Press, 1998.
5. Verhoven, L.; Snow, C.E. Literacy and motivation: Reading engagement in individuals and groups. Lawrence Erlbaum Associates, 2001.
6. Wagner, D.A.; Venezky, R.L.; Street, B. V. *Literacy: an international handbook.* Westview Press, 1999.

Recommended:

1. Manguel, A. *Povijest čitanja.* Zagreb : Prometej, 2001.
2. Neuman, S.B. *Handbook of early literacy research.* Guilford Press. New York, 2003.
3. Radway, J. *Reading the Romance: Women, Patriarchy, and Popular Literature*. Rev. ed. University of North Carolina Press, 1991.
4. Stipčević, A. *Sudbina knjige*. Lokve : Naklada Benja, 2001.
5. Vigotsky, L.S. *Mišljenje i govor*. Beograd. Nolit, 1983.

Elements of assessment:

Final grade is calculated on the basis of :

– active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
– written paper on field project –120 points (minimum 80 points)

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZP003 INFORMATION NEEDS AND HABITS OF CHILDREN AND YOUNG PEOPLE
ECTS – 10 credits 2+0+1

Course description

Reading and reading habits; its cultural function and market exposure; reading and text reception. Characteristics of reading in multimedia environment especially in relation to different age groups of children and young people; print and electronic publications.

Students are introduced to reading interests, needs and habits of children and young people; reading and free time; different types of text and media; family influence and influence of school and public library, publishing and bookselling on reading. Comparison of study results with similar studies carried out in other environments.

Development and role of infrastructure consisting of school and public libraries, distinctive publishing and distribution programs based on the study of reading and use.

Problematizing the impact of publishing, bookselling and library services on reception of books and other media and socialization of children and young people.

Objectives – general and specific competences

– Inform students about relevant literature/reading and research
– Prepare them for analysis and synthesis of basic characteristic of reading of children and young people, in particular in Central and South Europe, and comparison with research carried out in US and other countries.
– Students will be encouraged to analyze free time activities and presence of reading of different texts in it, identify reading interests and information needs, and relationship between the general cultural context and individual person characteristics.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper and oral exam.

READING

Required:

1. Kuhlthau, C. *Meeting the Information Needs of Children and Young Adults: Basing Library Media Programs on Developmental States*. // Journal of Youth Services in Libraries (Fall) 2, 1(1988), str. 51-57.
2. Kuhlthau, C. *Literacy in the Information Age School: Skills for Life-long Learning*. // Media Literacy in the Information Age. / ed. by Robert Kubey. Transaction Publishers, 1997. Str. 441-448.
3. Kuhlthau, C. *Literacy and Learning for the Information Age*. // Student Learning in an Information Age: Principles and Practice. / ed. by Barbara Stripling. Libraries Unlimited, 2000.
4. Stričević, I. *Utvrđivanje informacijskih potreba i čitateljskih interesa mladeži u narodnoj knjižnici: doktorska disertacija.* Zagreb : Filozofski fakultet, 2006.
5. Stričević, I. *Reading for Pleasure : What libraries for children and young adults owe to each child and young person and to the society as a whole.* // International Confernece Learn to Read: School Library Development in China. Hong Kong: The Chen Yet-Sen Family Foundation, 2007.
   URL: http://www.chenyetsenfoundation.org/file/speech_content_Ivanka.doc (08.08.2007)
6. Todd, R. *Adolescent information behaviours*. // Reality bytes: Information literacy for independent learning. / ed. By Mary Manning and Susan La Marca. Carlton, Vic.: School Library Association of Victoria, 2004.
7. Todd, R. *A theory of information literacy*. // Information Literacy around the world: Advances in Programs and Research. / ed. By P. Candy & C. Bruce. Charles Sturt University Centre for Information Studies, 2000. Str. 163-175.

Recommended:

1. Bruce, C. *Information literacy research: dimensions of an emerging collective consciousness*. // Australian Academic and Research Libraries, 31, 2(2000), str. 91-109.
2. Maleš, D.; Stričević, I. *Roditeljsko poticanje čitalačkih vještina u djece predškolske dobi*. // Napredak. 144, 2(2003), str. 168-179.
3. Maleš, D. ; I. Stričević. *Strenghtening Parent's Competences – Early Childhood Care in the Republic of Croatia.* // Better Parenting Initiatives. Budapest : Nemzeti Csalad es Szocialpolitikai Intezet, 2002. Str. 25-34
4. *Mladi i čitanje u multimedijalnom okruženju: zbornik radova.* / uredila mr. Ivanka Stričević. Koprivnica: Hrvatsko čitateljsko društvo, 1999.
5. Stričević, I. *Young Adults as Public Library Users: A Challenge and Priority.* // Young Adults Library Services. Vol. 3, 1 (2004), str. 40-41
6. Todd, R. *Introduction" to "We solve it: Approaches to information literacy*. / edited by M. Punshon. Carlton, Vic : School Library Association of Victoria, 2002.
7. Todd, R. *Negotiating the Web: Language, critical literacies and learning*. // Cyberlines: Languages and cultures of the Internet. / ed. by D. Gibbs and K. L. Krause. Melbourne : James Nicholas, 2000. Str. 103-122.

Elements of assessment:

Final grade is calculated on the basis of :

- active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
- written paper on field project – 60 points (minimum 40 points)
- oral exam – 60 points

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

Elective Modul III

MANAGEMENT OF CHANGE IN PUBLISHING AND BOOKSELLING

IZN001 SOCIO-CULTURAL ASPECTS OF LIBRARIANSHIP, PUBLISHING AND BOOKSELLING
ECTS – 10 credits **2+0+1**

Course description
This course introduces students to research into philosophical and cultural premises of publishing and bookselling in Europe. It analyzes relations among publishers, booksellers and librarians throughout modern ages. Special attention will be given to differences among European publishing markets, and to the concept of the book consumption. 20th century trends, current publishing theory and practice and possible future developments will be analyzed.

Objectives – general and specific competences
Students are expected to be able to:

- understand and explain the role of publishing and printing in development of culture
- recognize influence of main ideological tendencies, in particular in 20th century, on publishing and bookselling
- explore socio-economic changes influencing traditional role of a book in society, such as the emergence of a pocket edition, mass-communication, and internationalization of publishing
- recognize cultural consequences of e-books

Format of the course and assessment
Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper.

READING
Required:

1. Kovač, M. *Odkrivanje korenin informacijske družbe : knjiga kot materialni objekt in komunikacijsko sredstvo*. // *Knjižnica 45, 3(*2001), str. 7-24.
2. Kovač, M. *Publishing in post-communist Central and Eastern Europe : three models of transition.* // *Publ. hist.*, 50(2001), str. 77-88.
3. Kovač, M. *The state of affairs in post-communist Central and Eastern European book industries*. // Publishing Research Quarterly 18, 3(Fall 2002), str. 43-53.
4. Kovač, M. *Patterns and trends in European book production and consumption : some inital observations*. // Javnost (Ljubl.), 11, 4(2004), str. 21-36.
5. Lazarsfeld, P. F. ; Lerton, R. K. Mass *Communication, Popular Taste and Organized Social Action.* // Media Studies: a reader. Marris, P, Thornham, S. (ed.). Edinburgh : Edinburgh University Press, 1999, str. 18-30.
6. Lowry, M. *Svijet Aldusa Manutiusa: poduzetništvo i učenjaštvo u renesansnoj Veneciji*. Zagreb ; Lokve : Antibarbarus ; Naklada Benja, 2004. (Biblioteka Historia)
7. Miller, L.(2007): Reluctant Capitalists. Bookselling and the Culture of Consumption. Chichago and London: Chicago University Press.
8. *Staying legal: a guide to issues and practice affecting the library, information and publishing sectors* / ed. by C. Armstrong and L. W. Bebbington. 2nd ed. [London] : Facet Publishing, 2004.

Recommended:

1. Selected book chapters and journal articles

Elements of assessment: – Final grade is calculated on the basis of :

- active participation in lectures and seminars – maximum of 80 points
- written paper on field project –120 points (minimum 80 points)

Final grade 180 – 200 (A – excellent), 160 - 179 (B – very good), 125 – 159 (C/D – good), 110 – 125 (E – sufficient), below 110 F – insufficient

Quality and performance monitoring
Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZN002 ECONOMY OF PUBLISHING
ECTS – 5 points **1+0+1**

Course description
Familiarize students with new economical aspects of information production: economy of publishing houses and agencies, income and expenditure, budget planning for profit and not-for-profit organizations. Cost effect, impact, goals ad limitations. Economic policy and information – costs models, calculations, approaches to intellectual property, economic models of Internet, advertising models, information processing. Problems of measuring the communication process, selection, organization, storage and preservation of information. Approaches to the cost of distribution process. Economy of information: economy elements (amulation, self-generation), capital investments in information. Readiness for investment, data base evaluation, standards. Information and decision-making process; reliable and unreliable information (e.g. Monty Hall problem etc).

Objectives – general and specific competences
Students shall deepen their knowledge in management theory esp. in relation to the economy of publishing theory, in order to be able to:

- undertake independent analysis, develop financial plans and produce reports and partake in decision-making process in relation to information acquisition and processing
- plan and execute research in publishing economy, in particular through comparative studies

Format of the course and assessment
Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper.

READING
Required:

1. Boyce, B. R. ; C. T. Meadow : D. H. Kraft. *Measurement of Information Services*. San Diego : Academic Press,
2. Greco, Albert N.(2005): The Book Publishing Industry. Second edition. Mahwah, New Jersey: Lawrence Erlbaum Associates.
3. Losee, R. M., jr. *The Science of Information: Measurement and Applications.* San Diego : Academic Press,
4. Richardson, P. *Global Trends in Publishing 1994-2004'*: specially commissioned article for the tenth anniversary of the *China Book Business Report*, January 2005.
5. Shy, O. *The Economics of Network Industries*. Cambridge 2001.
6. Tague-Sutcliffe, J. *Measuring Information.* San Diego : Academic Press, 2001.

Recommended:

1. Shapiro, C. ; Varian, H. *Information Rules.* Harvard : Harvard Business School Press. 1999.

Elements of assessment:
Final grade is calculated on the basis of :

- active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
- written paper on field project –120 points (minimum 80 points)
  Final grade 180 – 200 (A – excellent), 160 - 179 (B – very good), 125 – 159 (C/D – good), 110 – 125 (E – sufficient), below 110 F – insufficient

Quality and performance monitoring
Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZN003 MARKETING STRATEGIES IN PUBLISHING AND BOOKSELLING
ECTS – 10 points **2+0+1**

Course description
Approaches towards investigations into key concepts of marketing in profit sector, challenges and achievements of marketing approaches to the publishing and bookselling models and their evaluation, especially in the networked environment.
Marketing strategies and methods and analysis of their appropriateness of the best practice examples in publishing and bookselling.

Objectives – general and specific competences
Students are expected to be able to:
- explain principles and concepts of marketing in publishing and/or bookselling
- critically evaluate how marketing mix and environment influence decison making in publishing (product, place, price, commercials)
- evaluate the role of marketing in publishing and find market place for publishing house
- research influences on the shaping of customer behaviour in book sector
- discusses the role of market research as a key factor in developing marketing plan for a publishing house, bookshops and bookselling consortia

Format of the course and assessment
Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists.
Written paper and oral exam.

READING
Required:
1. Alfirević, N.; Pavičić, J.; Vlašić, G.: *Marketinška komunikacija i upravljanje novim medijima*, Zamirnet, Zagreb, 2004.
2. Forsyth, P. *Marketing in Publishing*. London : Routledge, 1997.
3. Kotler, Ph. *Lateral marketing: new techniques for finfing breakthrough ideas*. Hoboken : J. Wiley & Sons, 2003.
4. Misiura, S. *Heritage Marketing*. Butterworth-Heinemann ; Elsevier, 2005.
5. Williams, R. *Advertising: The Magic System.* // Media Studies, a reader. Marris, P, Thornham, S. (ed.). Edinburgh : Edinburgh University Press, 1999, 704 – 710.

Recommended:
1. Recommended articles from scientific and professional journals.

Elements of assessment:
Final grade is calculated on the basis of:
- active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
- written paper on field project –120 points (minimum 80 points)
  Final grade 180 – 200 (A – excellent), 160 - 179 (B – very good), 125 – 159 (C/D – good), 110 – 125 (E – sufficient), below 110 F – insufficient

Quality and performance monitoring
Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

ELECTIVE COURSES

IZI001 PHILOSOPHY OF SCIENCE
ECTS – 5 points **1+0+1**

Course description
The course offers historical and problematic approach. In the first part, philosophical origin of science and scientific quality of philosophy is studied (origin and development of science in Greece, Plato's and Aristotle's notion of science, sciences and religion in the Middle Ages, separation of religion and science in the New Age, philosophical foundation of science in German idealism, neo-Kantists and Husserl). Differences between individual sciences, sciences that are philosophically grounded (philosophical sciences) and philosophy as science are studied. Within the philosophical critique of the modern sciences the notion of truth in philosophy and science shall be studied. Methodology of scientific research shall be approached critically. The second part shall be devoted to modern sciences as a dominant form of knowledge today. Specific correlation of science and technology shall be elaborated. Limitations of modern scientific approach to sciences (methodology of science, logic of science, science about science, theory of science) which regards empirical and exact sciences as the model for 'scientificness' shall be discussed as well. Transformation of scientific knowledge into technological information shall be discussed.

Objectives – general and specific competences
The main objectives are:

- Deepen the students' knowledge of gnoseology and philosophy of science so that they can understand specific features of modern science and its correlation with technology
- Prepare students to critically evaluate theoretical paradigms in science and technology and to study relevant scientific literature independently.

Format of the course and assessment
Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists.
Written paper and oral exam.

READING
Required:

1. Burger, H. *Filozofija tehnike*. Zagreb : Naprijed, 1979.
2. Galović, M. *Uvod u filozofiju znanosti i tehnike*. Zagreb : Hrvatsko filozofsko društvo, 1997.
3. Lelas, S. *Promišljanje znanosti*. Zagreb : Hrvatsko filozofsko društvo, 1990.
4. Lelas, S. ; Vukelja, T. (ur.) *Filozofija znanosti.* Zagreb : Školska knjiga, 1996.

Recommended:

1. Böhme, G. *Alternativen der Wissenschaft*. Frankfurt/M. : Suhrkamp, 1993.
2. Burkert, W. *Weisheit und Wissenschaft*. Nürnberg : Verlag Hans Carl, 1962.
3. Cassirer, E. *Philosophie und exakte Wissenschaften*. Frankfurt/M. : V. Klostermann, 1969.
4. Feyerabend, P. *Protiv metode*. Sarajevo : Veselin Masleša, 1987.
5. Husserl, E. . *Kriza europskih znanosti i transcendentalna fenomenologija*. Zagreb : Globus 1990.
6. Lloyd G. E. R. *Magic, Reason, and Experience*: *Studies in the origins and development of Greek science*. Cambridge: Cambridge University Press, 1979.
7. Rosenberg, A. *Philosophy of science*. London : Routledge, 2005.

Elements of assessment:
Final grade is calculated on the basis of :

- active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
- written paper on field project –120 points (minimum 80 points)

Quality and performance monitoring
Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI002 INFORMATION ETHICS
ECTS – 5 credits **1+0+1**

Course description
Since information ethics is one of the basic philosophical questions of digital age, this course will introduce students to basic concepts of ethics, hermeneutics, and investigation of information phenomena from philosophical point of view.
Special attention is given to the question of ethics in science and scientific communication, ethical norms and behavior in networked environment (ethical codices of professional associations, etc)
Global society phenomena are also dealt with, as related to challenges of 21st century: integration, desintegration, and reintegration of global society through information technologies, and in particular, issues of virtual democracy. Knowledge of issues related to accessibility to information technologies and digital divide and growth of knowledge about society and development of social systems is deepened. Ethical aspects of global information infrastructure, and in particular relationship of individual and social groups in relation to information technostructures. Paradigms of pre-information and information society. Human rights and information society. Freedom of individual, their privacy and right to access to information and knowledge are examined in the context of behavior and communication norms.

Objectives – general and specific competences
Familiarize students with ethics as a scientific discipline and enable them to exercise their judgement in relation to dominant social behavioral norms in digital age. Students should:

- recognize and explain required reading
- critically evaluate scientific and professional works in ethics, especially those focusing on ethical cannons and norms in relation to digital environment

Format of the course
Lectures, seminars, discussions about required reading

Assessment
Written paper and oral exam

READING

Required:

1. Capurro, R. *Intercultural Information Ethics*. // ICIE, 1, 2(2004).
2. Graham, G. *Eight Theories of Ethics*. London : Routledge, 2004.
3. Forester, T. *Computer Ethics*. Cambridge: MIT Press, 1999.
4. Sturges, P. Public internet access in libraries and information services. Facet Publishing, 2002.

Recommended:

1. *The Governance of Cyberspace: Politics technology and global restructuring*. / ed. by B. D. Loader. London : Routledge, 1997.
2. Hauptman, R. *Ethics and librarianship*. Jefferson, N. C. : McFarland & Co., 2002.
3. Hornby, S. ; Z. Clarke. *Challenge and Change in the Information Society*. London : Facet, 2003.
4. *Netzethik: Grundlegungsfragen der Internetethik*. / hrsg. Hausmanninger, T. ; R. Capurro. Wilhelm Fink Verlag, 2003. (Schriftenreihe des ICIE, Band 1)
5. Sturges, P. *Information in the national liberation struggle: developing a model*. // Journal of Documentation 60, 4 (2004) pp. 428-448.
6. Sturges, P. *User privacy in the digital library environment: an investigation of policies and preparedness.* // *Library Management* 24, 1/2 (2003), pp. 44-50.
7. Sturges, P. *Understanding cultures, and IFLA's Freedom of Access to Information and Freedom of Expression (FAIFE) core activity.* // *Journal of Documentation* 61, 2 (2005) pp. 296-505.
8. Thomson, A. *Critical Reasoning in Ethics: A Practical Introduction*. London : Routledge, 1999.
9. Weller, T.D ; D Bawden. *The origins of the information society*. // J of Documentation, 61(2005)

Elements of assessment:
Final grade is calculated on the basis of:

- active participation in lectures and seminars (systematic reading of required texts) – max of 80 points
- written paper on field project –120 points (minimum 80 points)

Quality and performance monitoring
Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI003 PHENOMENOLOGY OF READING
ECTS – 5 **1+0+1**

Course description
Description and comparison of characteristic features of certain periods in the development of European and American society. Research studies – approaches, goals, methodology and outcomes of reading interests and habits of various age groups. Spotted and singled out problems (research, methodological) and comparative studies. Reading habits of adults; influences from the environment, especially coming from the institutions for the book production and distribution. Sociological and cultural determinants for the choice of reading material. Reading habits of certain adult groups (students, senior citizens, people with difficulty in reading, etc.). Evaluation and evaluation criteria for the choice of the material libraries and other cultural institutions with adult programs acquire. Usage of the material in the literacy programs (emphasis on public libraries).

Objectives – general and specific competences
With the course being aimed at the research and evaluation of the reading material for senior citizens, students will be expected to:

– look into the various types of reading interests and habits of the senior citizens in diverse social and cultural settings
– contribute to the corpus of knowledge about reading, strengthen the role of cultural and educational institutions in raising the sensibility for culture in general public and to help the libraries, especially public, to promote reading and concept of systematic planning of free time.

Format of the course and assessment
Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper.

Reading List
Required:

1. Luyt, B. *Regulating Readers: The Social Origins of the Readers' Advisor in the United States*. // Library Quarterly 71, 4(2001), 443-67.
2. Storey, J. *An Introduction to Cultural Theory and Popular Culture*. Georgia : University of Georgia Press, 1998.

Recommended

1. Manguel, A. *Povijest čitanja.* Zagreb : Prometej, 2001.
2. Radway, J. *Reading the Romance: Women, Patriarchy, and Popular Literature*. Rev. ed. University of North Carolina Press, 1991.
3. Stipčević, A. *Sudbina knjige*. Lokve : Naklada Benja, 2001.

Elements of assessment:
Final grade is calculated on the basis of :

– active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
– essay –120 points (minimum 80 points)

Quality and performance monitoring
Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI004 KNOWLEDGE DATABASES OF ONLINE REFERENCE SERVICES
ECTS – 5 points **1+0+1**

Course description
Approaches, main problems and features of online reference services and the role of reference librarian as a mediator between the user's query and the possible answers in the digital environment, especially in regard to the usage of written heritage. Using the feature of information technology, with the aim of satisfying the ever increasing user expectations, there are new developments. There appears a new version of online reference service with a capability to capture the reference librarian-user transactions. These transactions

may be construed as a beginning of organization of online reference service knowledge databases that keep and preserve the communication between reference librarian and user with the intention of keeping the generated knowledge and its re-usage in future. However, it is necessary to distinguish the stages in construction of such a database: from mere storage of transactions through organization of question and answer archive to proper knowledge database that is capable to be dynamically updated in real time and is as such yet to be realized in the future.

Lectures and seminars will discuss issues connected with online reference services, in particular: models and types. Students will be familiarized with knowledge databases (concept and divisions; machine-readable databases; human-readable databases). Furthermore, some sample questions taken from online reference services (e.g. *QuestionPoint. Ask-A-Scientist. Google Answer)* will be discussed and analyzed. Guidelines for construction of knowledge database of online reference services.

Objectives – general and specific competences

Students are expected to:

– get acquainted with the concept and types of knowledge databases
– learn about the concept of knowledge database in online reference services as a new, rapidly developing field
– take part in creating guidelines for construction of knowledge databases of online reference services.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper.

Reading List – Required:

1. Nicholson, S.; Lankes, R.D. *The Digital Reference Electronic Warehouse (DREW) Project: Creating the Infrastructure for Digital Reference Research through a Multi-Disciplinary Knowledge Base.* // *Reference and User Services Quarterly* (in print) URL: http://bibliomining.com/nicholson/drewfinal.htm (10-02-2007.)
2. *Implementing digital reference services : setting standards and making it real* / edited by R. David Lankes. London : Facet, 2003.
3. Lankes, R. D. *The Digital Reference Research Agenda.* // Journal of the American Society for Information Science and Technology 55, 4(2004) URL: http://data.webjunction.org/wj/documents/11890.pdf (11-02-2007.)
4. Liew, A. *Understanding Data, Information, Knowledge And Their Inter-Relationships.* // Journal of Knowledge Management Practice 8(2007)2, URL: http://www.tlainc.com/articl134.htm
5. Penka, J.T. *The Technological Challenges of Digital Reference*. // D-Lib Magazine, 9, 2(2003). URL: http://www.dlib.org/dlib/february03/penka/02penka.html (11.02.2007.)
6. Zack, M. *An Architecture for Managing Explicated Knowledge.* // *Sloan Management Review*, September 1998

Recommended

1. Alavi, M. ; Leidner, D. *Review: knowledge management and knowledge management systems: conceptual foundations and research issues.* // MIS Quarterly, 25, 1(2001), 107-136.
2. Nonaka, I. *The dynamic theory of knowledge creation*. New York: Oxford Univ. Press, 1994.
3. Wiig, K.M. *Knowledge Management foundations: thinking about thinking.* Arlington: Schema Press, 1993.
4. Library of Congress: QuestionPoint. URL: http://questionpoint.org (11-02-2007.)

Elements of assessment:

Final grade is calculated on the basis of:

– active participation in lectures and seminars (systematic reading of required texts) – max of 80 points
– written paper on field project –120 points (minimum 80 points)

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI005 ADVANCES IN SEMANTIC WEB
ECTS – 5 points **1+0+1**

Course description
Semantic web has experienced rapid development in the last few years and presents the evolution of the present web. It is characterized by many technologies, the most widely known being XML(*Extensible Markup Language),* RDF (*Resource Description Framework)* and web semantic languages such as OWL (*Web Ontology Language*) for creation of ontologies.
The course will introduce students into research of various definitions of semantic web, tools related to Semantic Web, conceptual models (such as FRBR and CIDOC CRM) and to issues of interoperability within the cultural heritage domain. New developments, such as Web 2.0 and its implications will be analyzed.

Objectives – general and specific competences
The objective of this course is to familiarize students with the concept of semantic web or web with meaning whose main characteristic is to foster information understanding and processing, not only on the side of the human, but computer as well. Students are expected to:

- understand the concept of semantic web
- get familiar with technologies behind semantic web
- master the skills of creating XML document demonstrating their under understanding of XML *Scheme*
- learn about other important aspects of semantic web (RDF, web services, taxonomies, etc.)
- know how to create ontologies using the Protege software
- understand the current conceptual models.

Format of the course and assessment
Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper.

Reading List
Required:

1. Daconta, M.; Obrst, L.J.; Smith, K. *The Semantic Web: A Guide to the Future of XML, Web Services, and Knowledge Management*. Indianapolis: Wiley Publishing, Inc., 2003.
2. *Functional Requirements for Bibliographic records: final report* / IFLA Study Group on the Functional Requirements for Bibliographic Records. — München : K.G. Saur, 1998.
3. *CIDOC CRM.* The version 4.2.2 of the reference document. // Nick Crofts, Martin Doerr, Tony Gill, Stephen Stead, Matthew Stiff (editors), Definition of the CIDOC Conceptual Reference Model, August 2007. URL: http://cidoc.ics.forth.gr/official_release_cidoc.html
4. Slavić, A. *Sematički web, sustavi za organizaciju znanja i mrežni standardi*. // Informacijske znanosti u procesu promjena / uredila Jadranka Lasić-Lazić. Zagreb: Odsjek za informacijske znanosti, 2005.

Recommended:

1. Current literature will be assigned at the beginning of the course

Elements of assessment:
Final grade is calculated on the basis of :

- active participation in lectures and seminars (systematic reading of required texts) – max of 80 points
- written paper on field project –120 points (minimum 80 points)

Quality and performance monitoring
Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI006 CATALOGUING OF A DIGITAL DOCUMENT
ECTS – 10 points **1+2+0**

Course description
In the first part of the course, students are introduced to the new concept of access to description of library material by studying IFLA document *Functional requirements for bibliographic records* (FRBR). The

course introduces students with the concepts of work, expression, manifestation, and item and relevance of such taxonomy to information organization. The course should show, through comparative analysis of FRBR, ISBD and UNIMARC format for bibliographic records, implications of that conceptual model on practice of cataloguing description.
In the second part, students are deepening their knowledge in bibliographic-cataloguing processing by re-exemination of conventional paradigms for description of, in particular, digital documents and digital networks, consequences of production and conversion of digital documents. The course introduces students to IFLA international standard for description of electronic records ISBD(ER) and discusses problems emerging from the implementation of that standard and standards for description of special types of material.

Objectives – general and specific competences

Students are expected to be able to:

- analyze and understand the concept of of work, expression, manifestation, item and responsibility relationships and taxonomy according to traditional concepts of work, text, document and item, and bibliographic and literary unit
- understand and comparatively analyze FRBR, ISBD and UNIMARC format
- explain and discuss notions such as (original) digital document, digital network, digital document as a unit of library material
- understand and describe consequences of production and conversion of digital document on its description
- understand the problems in determining limitations of digital document and expressing relations among digital documents and familiarize with standards for identification of digital documents
- understand and use IFLA standard ISBD(ER) for description of electronic records
- understand and use terminology and definitions of digital document, context of its emergence and publishing and digital document as a bibliographic item.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and on-line discus. lists. Written paper and oral exam.

READING

Required:

1. Barbarić, A. ; Pigac, S. *ISBD (CR): prerađeno izdanje ISBD(S)-a*. // Vjesnik bibliotekara Hrvatske 47,1/2(2004), str. 1-15.
2. Byrum, J. D. jr. *Izazovi elektroničke građe: postojeće stanje i neriješena pitanja*. // Vjesnik bibliotekara Hrvatske, 46, 1/2(2003), str. 1-14.
3. Chu, H. *Information representation and retrieval in the digital age*. Philadelphia : ASIST, 2004
4. Delsey, T. *Preispitivanje konvencionalnih paradigmi za opis dokumenata*. // Vjesnik bibliotekara Hrvatske , 46, 1/2(2003), str. 32-43.
5. Gorman, M. *Authority control in the context of bibliographic control in the Electronic environment*. // Cataloging & classification Quarterly, 38, 3/4(2004)
6. *ISBD(ER) : međunarodni standardni bibliografski opis elektroničke građe : prerađeno izdanje ISBD(CF)-a - Međunarodnoga standardnoga bibliografskog opisa računalnih datoteka*. Zagreb : Hrvatsko knjižničarsko društvo, 2001.
7. Loreman, D. *Automated the antiquated : revolutionizing the card catalog*. // Computers in Libraries 22, 3(2002).

Recommended:

1. Evans, C. *Copyright and the net*. // The Internet : brave new world? London : Hodder and Stoughton, cop. 2002. Str. 19-38.
2. Gorman, M. *The corruption of cataloging.* // Library Journal, 120, 15(1995).
3. Gorman, M. *Elektronička građa: što je vrijedno sačuvati i kakva je njezina uloga u knjižničnim zbirkama*. // VBH, 46, 1/2(2003), str. 15-20.
4. Oder, N. *Cataloging the net: can we do it?* // Library Journal 123, 16(1998).
5. Pinto, M. ; F. W. Lancaster. *Abstraxts and abstracting in knowledge discovery*. // Library Trends, 48, 1(1999), str. 234-248.

Elements of assessment:

Final grade is calculated on the basis of:

- active participation in lectures and seminars (systematic reading of required texts) – max of 80 points

– written paper on field project –120 points (minimum 80 points)

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI007 COMMUNICATION ASPECTS OF 19TH AND EARLY 20TH CENTURY NEWSPAPERS
ECTS – 5 points 1+0+1

Course description:

Theoretical investigation of newspapers as a medium. Research related to the development of the newspapers in 19th and early 20th century in the world. Research related to the development of the newspapers in 19th and early 20th century in Central and South Europe. Social and cultural aspects of newspapers, in particular in Croatian and Slovenian society. The role of newspapers in the communication system. Impact of social, political and cultural environment on the development of newspapers. Newspapers as a reflection of Croatian society in 19th and early 20th Century.

Objectives

Objectives of the course are to:

Introduce students to the advanced theories of newspapers as a communication medium

- provide a coherent overview and interpretation of development of the Croatian newspapers in 19th and early 20th century
- introduce students to social, political, economic and cultural events that influenced the development of newspapers
- teach students to understand cultural, social and communication aspects of newspapers
- encourage students to research specific problems and phenomena related to the reception of cultural, social and other aspects of Croatian society in 19th and early 20th century on the basis of newspaper articles

Format of the course and elements of assessment

Lectures, seminars; discussions on selected examples in the classroom.

Knowledge will be assessed in the formal meetings with the teacher and through monitoring of papers writing and in oral exam.

READING LIST

Required:

1. Horvat, J**.** *Povijest novinstva Hrvatske*. Zagreb 1962.
2. Inglis, F. *Teorija medija*, Zagreb, 1997.;
3. Kuić, I. Recepcija knjižničarske djelatnoszi u Splitu: analiza napisa u splitskoj periodici, 1990-1995. // Vjesnik bibliotekara Hrvatske, 39, 1/2)(1996), str. 55-70.
4. Lakuš, J. *Izdavačka i tiskarska djelatnost na dalmatinskom prostoru (Zadar, Split i Dubrovnik) u prvoj polovici 19. stoljeća (1815-1850) : bibliografija monografskih i serijskih publikacija – građa*. Split : Književni krug, Biblioteka znanstvenih djela, 2005.
5. Švoger, V. *Novinstvo kao javni medij sredinom 19. stoljeća u Hrvatskoj*. // Časopis za suvremenu povijest, 32, 3 (2000), str. 451-462.
6. Tadić, K. *Bibliografija o arhivima, čitaonicama, knjižnicama i muzejima: napisi iz riječkih i sušačkih novina hrvatskih novina* .... Osijek : Filozofski fakultet, 2005.

Recommended

1. *Newspaper History*. / ed. by G. Boyle, J. Curran, P. Wingate. New York, 1978.
2. Maštrović, V. *Bibliografija knjiga, časopisa i novina izdanih na hrvatskom ili srpskom jeziku u Zadru. II. dio. Časopisi i novine,* Zagreb, 1954.
3. Maštrović, V. *Zadarska oznanjenja iz XVIII, XIX. i početka XX. st. Jadertina Croatica*, Zagreb, 1979.
4. Morović, H. *Građa za bibliografiju splitske periodike. Novine 1875-1941,* Split, 1968.
5. Novak, B. *Novinstvo*. // *Almanah* hrvatskoga tiskarstva, nakladništva, novinstva, bibliotekarstva i knjižarstva. Zagreb, 1997. Str. 130-224;
6. Smoljan, I. *Hrvatsko novinstvo u dijaspori,* // *Hrvatska dijaspora*, Zagreb 1997. Str. 111-210.

7. Tadić, K. *Bibliografija o arhivima, čitaonicama, knjižnicama i muzejima: napisi iz riječkih i sušačkih novina hrvatskih novina* .... Osijek : Filozofski fakultet, 2005.
8. List of articles on specific aspects of newspaper research will be prepared for students according to their research interests

Assessment

Final grade is calculated on the basis of:

– active participation in lectures and seminars – maximum of 60 points
– paper on undertaken field work – 80 points (minimum of 60 points)
– oral exam – 60 points

Quality and performance monitoring

Attendance, assignment, required reading and attendance data base; surveys.

IZI008 THEORETICAL FOUNDATIONS OF DISTANCE EDUCATION
ECTS – 5 credits **1+0+1**

Course description

Modern society and challenges of its development. Theories of learning, in particular in relation to concepts of new technology supported learning. Interpretations of concepts 'learn to know', 'learn to do', 'learn to live together', 'learn to be' and support of ICT to educational theories. Role of Internet in education. Using resources of information society. Stages in distance education (inclusion, study of interests and needs of participants, programming, planning, organization, implementation, principles, evaluation). Study of application of new technology in education.

Objectives – general and specific competences

Through lectures and seminars, discussions of required reading and research of undertaken studies, students are expected to be able to:

– Recognize new challenges for education in the process of globalization
– Recognize advanced theories of learning and development
– Critically evaluate techniques and methods of distance education
– Select adequate models of distance education and implementation of online courses
– Use adequate methods for evaluation of results of distance education.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper and oral exam.

READING

Required:

1. *Digital academe: the new media and institutions of higher education and learning*. / Dutton, W.H., Loader, B.D. (eds.). Routledge, 2002
2. Gartenschlaeger, U. ; H. Hinzen. *Prospects and Trends in Adult Education*. Bonn : Adult Education Association, 2001.
3. *Handbook of distance education*. / Moore, M.G., Anderson, W.G. (eds.). Lawrence Erlbaum Associates, Inc., 2003
4. Jarvis, P. *Towards a Comprehensive Theory of Human Learning*. Routledge, 2006
5. Kalanj, R. *Moderno društvo i izazovi razvoja*. Zagreb : Hrvatsko sociološko društvo, 1994.
6. Leicester, M. ; J. Field. *A social theory of lifelong learning: The values underpinning the policy changes.* Routledge, 2006.

Reccommended:

1. Bruner, J. S. *Kultura obrazovanja*. Zagreb : EDUCA, 2000.
2. Pastuović, N. *Edukologija*. Zagreb : Znamen, 1999.
3. Gartenschlaeger,U. ; H. Hinzen. *Perspektiven und Tendenzen der Erwachsenenbildung*. Bonn : Deutschen Volkshochschul-Verbandes, 2000.

Elements of assessment:

Final grade is calculated on the basis of :

– active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points

– written paper on field project –60 points (minimum 40 points)
– oral exam – 60 points

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI009 CURRICULUM THEORIES IN THE CONTEXT OF LIFE LONG LEARNING
ECTS – 5 credits 1+0+1

Course description

Terminological dilemmas and interpretations of basic notions of study of curriculum. Understanding of the process of learning, education, formal and informal education, self-education, lifelong education, educational systems etc. Curriculum ideology (theory of curriculum; sociology of knowledge and curriculum; redesign of curriculum). Sociological interpretations of education crisis and the concept of lifelong learning as an answer to that crisis. Critical investigation of European trends and issues in the concept of lifelong learning: evaluation of current implications of the concept «learning society».

Different interpretations of curriculum. Curriculum management – planning. Different elements of educational system (educational system as open, flexible social sub-system; transformational processes, outputs and outcomes of the system and feedback)

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists.

Written paper

READING

Required:

1. Marsh, C. J. *Kurikulum*. Zagreb : Educa, 1994.
2. Pastuović, N. *Edukologija: integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja*. Zagreb : Znamen, 1999.
3. *Prema društvu koje uči: poučavanje i učenje* (Bijeli dokument o obrazovanju). Zagreb : Educa.

Reccommended: Documentation about education: http://www.erudice.org

Elements of assessment:

Final grade is calculated on the basis of :

– active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
– written paper on field project – 120 points (minimum 80 points)

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI010 MANAGEMENT OF EDUCATIONAL INFORMATION SYSTEMS
ECTS – 5 credits 1+0+1

Course description

Information systems in education and modern theories of learning. Selection and evaluation of educational information systems for distance learning and process of learning itself. Legislative, financial and technological prerequisitions for management of educational information systems. Software solutions, problems and dilemmas.

Information resources in general; the role of information resources in learning/teaching process, research and development. Information services and resources in a networked environment. Use of information technologies in teaching/learning: development, approaches and models. Information resources in educational institutions and user instructions; organization and usage of referral databases in education;

general and special resources for/un education (eg 'clearing houses' for education and educational portals. Sources for curriculum development, research support, educational projects, teaching etc.

Objectives – general and specific competences

To enable students to comprehend trends in developments, different approaches and problems connected with design and management of educational information systems. To provoke discussion about forms and methods in modern educational systems. It is expected that students:

- will comprehend and critically judge about advantages and disadvantages of information systems used for(in education
- will be able t plan and manage as well as understand values of certain management methods
- will upgrade their own techniques of posing information quiery
- will upgrade their own search methods when approaching printed or digital information sources

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper and oral exam.

READING

Required:

1. Bates, T. W. *Upravljanje tehnološkim promjenama*. Zagreb ; Lokve : CARNet ; Benja, 2004.
2. Oblinger, D. ; S. Rush (eds). *The Future compatible classroom*. Bolton, MA : Anker, 1998.
3. Simonson, M. ; C. Schlosser ; D. Hanson. *Theory and Distance Education: A New Discussion*. // The American Journal of Distance Education 13, 1 (1999). Dostupno na URL: http://www.uni-oldenburg.de/zef/cde/found/simons99.htm
4. *Theory and Practice of Online Learning.* / EdsTerry Anderson &Fathi Elloumi. Athabasca University. Dostupno na URL: cde.athabascau.ca/online_book

Reccommended

1. *Education: a guide to reference and information sources.* 2nd ed. 2000.
2. Internet resources depending upon students' interests.

Elements of assessment – Final grade is calculated on the basis of :

- active participation in lectures and seminars (systematic reading of required texts) – maximum of 80 points
- written paper on field project –60 points (minimum 50 points)
- oral exam – 60 points

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI011 RESEARCH OF PEDAGOGICAL PHENOMENA
ECTS – 5 credits **1+0+1**

Course content:

Theoretical foundation of educational research. Qualitative and quantitative approach controversies. Phenomenological approach and constructivism in research of pedagogical phenomena. Research design and choice of appropriate methods and techniques. Analysis of the collected data – empirical material (qualitative and quantitative). Presentation of research results. Checking and application of research results (educational practice and theory).

Objectives – general and specific competences

Students are expected to master theoretical and methodological approaches of pedagogical phenomena study. Students are also expected to learn about specific research procedures, which help understand the relationship between research facts, educational politics and educational practice.

Students should be able to conduct and evaluate the research of pedagogical phenomena and to apply the results in educational theory and practice.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper and oral exam

READING:

Required:

1. Babić, N. *Kvalitativni pristup evaluaciji institucionalnog predškolskog odgoja*. // Vrednovanje obrazovnog procesa. / uredili V. Mužić i A. Peko. Osijek : Sveučilište J. J. Strossmayera, Pedagoški fakultet, 1996. Str. 111-132.
2. Babić, N. *Kvalitativna istraživanja odgoja i obrazovanja*. // Pedagogija i hrvatsko školstvo. / ur. H. Vrgoč. Zagreb : Hrvatski pedagoško-književni zbor, 1996. Str. 118-123.
3. Halmi, A. *Specifičnosti metodologije pedagoškog istraživanja*. // Napredak, 142, 2(2001), 168-178.
4. Halmi, A. *Strategije kvalitativnih istraživanja u primjenjenim društvenim znanostima.* Jastrebarsko : Naklada Slap, 2005.
5. Mužić, V. *Uvod u metodologiju istraživanja odgoja i obrazovanja*. Zagreb : Educa, 1999.
6. *Handbook of qualitative research methods for psychology and the social sciences.* / ed. by J. T. E. Richardson. Leicester : BPS Books, 1996.

Recommended:

1. Babić, N. ; J. Lederer. *Kvalitativna paradigma evaluacije predškolskog odgoja*. // Napredak, 132, 2(1991), str. 188-197.
2. Babić, N. ; Z. Kuzma. *Communication Characteristics of Instruction Dialogue.* // Mednarodni simpozij Raziskovalni dosežki v vzgoji in izobraževanju. / ur. M. Pšunder. Maribor: Pedagoška fakulteta, 1995. Str. 42-49.
3. Barrit, L. ; Beekman, T. *Human Science as Dialogue with Children.* // Phenomenology and Pedagogy, 1, 1(1983), str. 36-44.
4. Denzin, N. ; Lincoln, Y. *Handbook of Qualitative Reseach*. London: Sage Publications, 1994.
5. Moustakas, C. *Phenomenological Research Methods*. Thousand Oaks CA : Sage, 1994.
6. Richardson, J. T. E. *The concept and methods of phenomenographic research*. // Review of Educational Research, 69, 1(1999),
7. Sekulić-Majurec, A. *Akcijska istraživanja u praksi školskih pedagoga*. // Iz prakse pedagoga osnovne škole: Akcijska istraživanja, programiranje i planiranje rada. / ur. H. Vrgoč. Zagreb: Hrvatski pedagoško-književni zbor, 1994. Str. 9-16.
8. Van Manen, M. *Researching Lived Expirience: Human Science for an Action Sensitive Pedagogy*. London: Althouse Press, 1997.

Elements of assessment:

Final grade is calculated on the basis of:

– active participation in lectures and seminars (systematic reading of required texts) – max of 80 points
– written paper on field project –600 points (minimum 40 points)
– oral exam – 60 points

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI012 EPISTEMOLOGY AND KNOWLEDGE THEORIES
ECTS – 5 points **1+0+1**

Course description

The course presents and problematizes knowledge theories, its development, dissemination and institutionalization with special emphasis on theoretic-methodological foundations of social change theory. Epistemological and gnoseological theories (philosophy and science, theory and methodology). Scientific notions: definition of meaning, understanding and explanation. Hermeneutics – theory of understanding. Understanding and interpretation. Hermeneutics in humanities and social sciences.

Constructive and realistic paradigms of science and technology are being critically evaluated along with case studies of ever more important phenomena and forms of socio-technological systems such as digital libraries, new media environment and scientific communication.

Knowledge of epistemology and gnoseology is deepened. The relation of philosophy and science and language and science are examined.
Intellectual origin of knowledge, its structure, emergence and transmission are also comparatively examined.

Objectives – general and specific competences

Deepen students' knowledge of theory of knowledge and epistemology in order to understand and explain relationship of theories of knowledge and more recent theories of social memory. Prepare students to think critically about theoretical paradigms in science, culture and technologies and independently research relevant reading.

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Written paper and oral exam.

READING

Required:

1. Lelas, S. *Science and modernity : toward an integral theory of science*. Dordrech ; Boston ; London : Kluwer Academic Publishers, 2000.
2. Mueller-Vollmer, K. *The hermeneutics reader*. Oxford : Basil Blackwell Ltd., 1986.
3. Lakatos, I. ; A. Musgrave. *Criticism and the growth of knowledge*. Cambridge : Cambridge University Press, 1970.

Recommended:

1. Cohen, P. S. *Modern social theory*. London : Heinemann, 1978.
2. Freccero, C. *Popular Culture: An Introduction*. New York University Press, 1999.
3. Geertz, C. *Common Sense as a Cultural System*. // *The Antioch Review* , 50 , 1/2(1992): 221-241.
4. Lelals, S. *Filozofija znanosti : s izborom tekstova*. Zagreb : Školska knjiga, 1996.

Elements of assessment:

Final grade is calculated on the basis of :

– active participation in lectures and seminars (systematic reading of required texts) – max of 80 points
– written paper on field project –120 points (minimum 80 points)
  Final grade 180 – 200 (A – excellent), 160 - 179 (B – very good), 125 – 159 (C/D – good), 110 – 125 (E – sufficient), below 110 F – insufficient

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

IZI013 WEBOMETRICS ANALYZES
ECTS – 5 points **1+0+1**

Description

The content of the course is designed according to students' research interest. After becoming familiar with the development and advanced models of webometrics, students will discuss the issues of different approaches and techniques used in measuring research outcomes and impact factors.
Students will read and discuss the approaches to the definitional issues in webometrics, models and techniques of measuring. The examples of quantitative analysis of production, dissemination and knowledge usage will be studied. Comparative analysis of different models will be performed and discussions about statistical bibliography, bibliometrics, infometrics, scientometrics and webometrics will be carried out.

Objectives – general and specific competences

The main goal is to deepen students knowledge in the usage of bibliometrics methods and techniques to allow them to understand modes and methodology of studying of structure, production and dissemination, of scientific knowledge in society.
Students should be able to:

– understand advanced bibliometrics approach
– be able to use bibliometrics methods and techniques
– be able to plan, organize and carry out quantitative research and measure its outcomes

– make conclusion from results gained

Format of the course and assessment

Lectures, seminars, discussions about required and recommended reading in class and via on-line discussion lists. Pilot project and written exams.

READING

Required:

1. Almind, T. C. ; P. Ingwersen. *Informetric analysis on the World Wide Web: A methodological approach to "webometrics"*. // Journal of Documentation, 53, 4(1997), pp. 404-426.
2. Björneborn, L. ; P. Ingwersen. *Perspectives of webometrics*. // Scientometrics, 50(1), 2001, 65-82.
3. Borgman, Christine L. *Scholarship in the digital age : information, infrastructure, and the Internet.* Cambridge, Mass. ; London : MIT, 2007.
4. Christensen F. H. ; P. Ingwersen. *Online citation analysis: a methodological approach*. // Scientometrics, 37,1(1996), 39-62.
5. Cole, J. R. A *Short history of the use of citations as a measure of the impact of scientific and scholarly work*. // The Web of Knowledge: A Festschrift in honor of Eugene Garfield. / ed. by B. Cronin and H. B. Atkins. Medford, NJ : Information Today, Inc**., 2000.**
6. Cooper, M. *Perspectives on qualitative research with quantitative implications: Studies in information management*. // Journal of Education for Library and Information Science. 31, 2 (1990), str. 105-112.

Reccommended:

1. Borgman, C. L. *Scholarly communication and bibliometrics*. Newbury Park, CA : Sage Publications, 1990.
2. Sengupta, I. *Bibliometrics, Informetrics, Scientometrics and Librametrics: an overview*. // Libri, 42, 2(1992), str. 75-98
3. Suggested by supervisor.

Elements of assessment:

Final grade is calculated on the basis of :

– active participation in lectures and seminars (systematic reading of required texts) – max of 60 points
– two colloquiums – 80 points (max per each: 40, min. per each – 25)
– written paper on field project – 60 points (minimum 80 points)
Final grade 180 – 200 (A – excellent), 160 - 179 (B – very good), 125 – 159 (C/D – good), 110 – 125 (E – sufficient), below 110 F – insufficient

Quality and performance monitoring

Attendance, assignment, required reading and activity data base; surveys and discussions where students can suggest and comment (general questionnaire in Appendix, special questionnaires for lectures, seminars and exercises).

3.5. Study rhythm and students obligations

3.5.1. Three-year doctoral study program

Entry requirements are determined by the Book of regulations of postgraduate study program in information sciences and the publicly announced entry procedure.

Entry requirements for the second and every consequent semester are:

– in order to enter the second semester, a student should have passed all the required additional exams, taken all first-semester courses and registered the first semester as completed, which assigned the student deserved credit values
– in order to enter the third semester, a student should have passed all the first-semester exams (30 credits), taken all the second-semester courses and registered the second semester as completed, which assigned the student deserved credit values. A student also registers the degree of familiarization with the second foreign language.
– in order to enter the fourth semester, a student should have passed all the second-semester exams (30 credits), taken all the third-semester courses and registered the second semester as completed, which assigned the student deserved credit values. Furthermore, a student should have a supervisor's written confirmation and suggest the title of the thesis, i.e. proposal of the thesis' title and register for the doctoral exam.
– in order to enter the fifth semester, a student should have taken all the third-semester exams (30 credits) or taken exams (10 credits) and offered evidence of acquired additional 20 credits assigned for the student's research activity, registered the fourth semester as completed, which assigned the student deserved credit values and passed the doctoral exam.
– in order to enter the sixth semester, a student should have conducted a pilot-study (30 credits) and registered the fifth semester as completed, which assigned the student deserved credit values.

3.5.2. One-year doctoral study programme

Postgraduate one year doctoral program is organized for candidates who already hold MA degree and its duration is two semesters. It ends with the public defence of doctoral thesis.

The first-semester entry requirements are the title of MSc in Information Sciences or master's degree in any related field and passed additional exams on Information Retrieval and Information Society.

The second-semester entry requirements are taken three courses (30 credits), passed two exams (20 credits) and registered the semester as completed.

3.5.3. Additional information

Students' workload is based on the following:

– preliminary exam – 2 credits
– seminar paper at postgraduate programme – 3 credits
– oral exam at postgraduate programme – 5 credits

It is expected that the first-year students have classes six times for one week, which will assign them 60 credits (under the condition that they have fulfilled requirements of every taken course). In case a student chooses to finish the first year at the Rutgers University, NJ, USA (in compliance with the Co-operation Agreement and the annex), the student will be assigned 60 credits. In the third semester a student chooses electives outside the chosen module, and in the fourth semester, prepares in co-operation with a supervisor a draft and the first presentation of the thesis (60 credits). The fifth and sixth semesters consist of an independent (pilot) study (30 credits), preparation of a thesis and consultations with a supervisor.

Required number of ECTS credits:
180 at a three-year doctoral study programme
60 at a one-year doctoral study programme

3.6. Student advisement and counselling system – student election process, student adviser and supervisor obligations, as well as doctor candidates' obligations

According to the Book of regulations of a postgraduate programme, a student is supposed to choose a supervisor whose research activity guarantees the supervisor's competence to supervise and guide the student during his/her research. A supervisor should guide and inform student about the literature sources, meet with a student and help him/her solve the possible problems. Student councillors are chosen for each module separately at the Postgraduate Study Council. Their responsibility is to guide students, be informed about their interests and to advise about the most appropriate electives for the students' chosen field of research. (Additional information in the section **2.6**)

3.7. The list of courses/modules students from other postgraduate doctoral study programs and special study programs can choose

Students may chose courses from the doctoral study program offered by Department for Communication, Information and Library Studies at the Rutgers University:

1. Communication Processes
2. Library and Information Science

In Osijek and Ljubljana (5 points per course): as available and recommended

3.8. List of courses/modules offered in a foreign language

All information science modules can be taught in English.

3.9. Criteria and conditions of ECTS credit transmission – assignment of credit value to courses from other study programs (own or some other university)

Students choose optional modules in their second semester, and electives might be taken from the second semester onward.

Students choose electives on the basis of their own research interests and chosen field of study, under advisement of their supervisors and with a written agreement of the optional module adviser.
In principle, students can choose electives from:

- information science postgraduate study program electives – In this proposal
- information science graduate study program electives as recommended in section 3.2
- other Faculty of Philosophy postgraduate and graduate study programs electives
- electives offered by other postgraduate study programs at the University in Zadar, University of Ljubljana, Faculty of Philosophy in Osijek /especially, PhD program in linguistics, psychology and sociology), UCLA – GSEIS and Rutgers University, NJ, USA as well as other partner institution (to become)

If a student chooses to take courses from some other postgraduate and/or graduate program, the Postgraduate Study Council shall decide on the number of ECTS credits that will be recognized. This decision will be made upon the insight into the content and methodology of the chosen course/module and the practice of assignment of ECTS credits at the program Knowledge Society and Transfer of Information.

4. FEASIBILITY ISSUES

4. 1 Places of study program conduction

Courses will be conducted at the University of Zadar. The University can ensure enough space (lecture rooms, conference hall with equipment for e-learning courses, three computer rooms, valuable material at the University and Scientific Library).
Practical work and field work are planned in lecture bases with which cooperation has been determined.

4. 2 Data on space and equipment foreseen for program conduction, in particular data on research resources (research equipment, human resources)

The University and the Department have managed since 2004 to readapt the premises so that they can be used for organizing courses and laboratory research in compliance with the most contemporary trends.
Part of courses (undergraduate and graduate) are conducted through distance learning (WebCT, Moodle, teleconferences). The results up to date and student satisfaction guarantee that it will be possible to realize one part of the program through support of distance learning system at the doctoral level too.

4.3 List of research projects

Most of planned PhD research will be based upon goals of research program and projects that were proved by the Croatian Ministry of Science, Education and Sport (January 2007).
One program and three projects are placed at the Department of LIS in Zadar, two projects are placed at the Department of Information Sciences, one at the Chair for Philosophy, and one at the Department of Pedagogy, Faculty of Philosophy in Osijek:

A. Scientific program: Organization, interpretation and preservation of Croatian written heritage; PI of the program is full professor Tatjana Aparac-Jelusic; projects included are:

1. *Digital library of the Croatian heritage published prior to 1800: Executive presumptions* (122-2691220-3043) – Principal Investigator (PI): assistant professor Zoran Velagić, PhD; collaborators: full professor A. Stipčević, PhD, B. Bosancic and M. Mičunović, research assistants.
2. *Croatian Written Heritage: theoretical technological presumptions of organization and protection (*122-269-2691220-1018) – PI: prof. T. Aparac-Jelušić; collaborators: assistant professor Damir Hasenay, Maja Krtalić, MSc, D. Arbanas, MSc (Museum of Slavonia in Osijek), T. Mušnjak, MSc (Croatian State Archive, Zagreb), D. Kušen, MSc (Croatian State Archive, Osijek), K. Golub, PhD (UKOLN, UK), S. Radovanlija Mileusnić, MSc (Museum Documentation Center, Zagreb), S. Mokriš, MSc (City and University Library, Osijek)
3. *Written heritage in Croatian libraries' collections: challenge of discovery and interpretation* (122-2691220-1012) – PIs: associate professor D. Sečić, PhD and

Assistant Professor Jelena Lakuš; collaborators: I. Kuić, MSc (University Library, Split), J. Leščić, MSc (Croatian Academy of Arts and Sciences, Library), I. Zvonar, PhD (Croatian Academy of Arts and Sciences, Historical institute) and M. Vinaj, MSc (Museum of Slavonia)

B. Other research projects:

1. *Reading habits and information needs of Croatian citizens* (122-1221210-0728) – PI: associate professor S. Jelušić, PhD; collaborators: assistant professor I. Stričević, PhD, S. Faletar Tanacković, MSc, research assistant, M. Dragija Ivanović, MSc, research assistant, Lj. Sabljak, MSc (City Library Zagreb) and D. Sabolović-Krajina, MSc (City Library Koprivnica)
2. *Evaluation of library services: academic and public libraries* (122-1221210-0759) – PI: assistant professor K. Petr; collaborators: B. Badurina, MSc, research assistant, M. Dragija Ivanović, MSc, research assistant, J. Lisek, MSc (Faculty of Electronics – Library, Zagreb), I. Pehar, MSc (City Library Zadar) and S. Pavlaković, MSc (Public Library Medvescak, Zagreb)
3. *Bioethics and philosophy of history* (122-1300990-2617) – PI: associate prof. Vladimir Jelkić; collaborators: assistant professor Igor Mikecin, Željko Senković, PhD and Marko Tokić, research assistant
4. *Development of creativity in lifelong learning education* (122-1221170-1063) – PI: professor Ladislav Bognar; collaborators: Branko Bognar. MSc i and Vesna Bedeković, MSc

C. *Research programme in the field of Pedagogy*: *Conceptual changes in education in the Republic of Croatia;* PIs – assoc. Professor Dijana Vican and assoc. professor Mirna Willer

D. Research project of Slovenian partners

1. *New approaches to the knowledge organization of written cultural heritage.* Started on July 1, 2007. PI: assoc. professor Maja Žumer, collaborators: assoc. professors Alenka Šauperl and Miha Kovač.

4. 4 Institutional management of doctoral program

Scientific and study issues at the Study will be discussed and taken care of by the Postgraduate study council at he Departmental level, and Postgraduate study council at the University level, upon the establishment of the study.
Study management will be in the hands of the Board (head of study and heads of individual modules, representatives of foreign partners and a student representative.
Postgraduate study evaluation board will be nominated, which will include representatives of interested institutions (employees), students et al.
All the suggestions related to the study organization will be directed through the Department to the Senate, and will inform the collaborating institutions.

4.5 Collaboration relations between the students and doctoral study holders and collaborating institutions: for credit acquisition, research work conduction, doctoral thesis, realization of obligatory and elective activities.

With all enrolled students there will be an agreement signed about rights and obligations from each side, and Ethical regulations as well.

4. 6 Names of lecturers and associates who will participate in teaching each course on establishing the study

The University of Zadar employs in total 371 employees, out of which 269 in teaching (100 PhD holders and 57 Masters of Science). The University offices have got 102 employees.
Beside the lecturers from the Department of Library and Information Science, Department for Information Science in Osijek and Department of Librarianship and Information and Publishing Science that are participating in this proposed program, domestic and foreign lecturers with academic-research titles participate in lecturing, based upon the signed cooperation agreements and statements of intent.
At the Department of Library and Information Science there are four lecturers with scientific-academic titles and three assistants (one is about to defend hid doctoral thesis and the other two have been working on it).
The assistants are students of the postgraduate study in Information Science (2) and Medieval Studies at the Faculty of Philosophy in Zagreb (1).
Departmental development plan foresees another four lecturers with scientific-academic titles until 2010, and 3 new assistants and 3 junior researchers.

At the Department of Information Science in Zadar, there are 4 full-time lecturers with scientific-academic titles and four assistants/junior researchers (three of them are PhD students at the postgraduate study of Information Science and of Medieval studies at the Faculty of Philosophy in Zagreb)

Full professor Tatjana Aparac-Jelušić, PhD, permanent title
Associate professor Mirna Willer, PhD.
Associate professor Srećko Jelušić, PhD.
Assistant professor Ivanka Stričević, PhD. (50%)

At the Department of Information Sciences in Osijek, there are 16 full-time lecturers, out of which five with scientific-academic titles and nine assistants/junior researchers (four of them are PhD students at the postgraduate study of Information Science at the Faculty of Philosophy in Zagreb)

Assistant professor Kornelija Petr, PhD
Assistant professor Zoran Velagić, PhD
Assistant professor Jelena Lakuš, PhD
Assistant professor Ivanka Stričević, PhD (50%)
Assistant professor Damir Hasenay, PhD (20%)

At the Department of Library, Information and Publishing Studies in Ljubljana there are 13 full-time lecturers, out of which 9 with scientific-academic titles and the ones participating in the study are:

Associate professor Primož Južnič, PhD
Associate professor Miha Kovač, PhD.
Associate professor Alenka Šauperl, PhD.
Associate professor Maja Žumer, PhD.

From the Rutgers University, based upon the signed agreement and letters of intent, the participating professors would be:

Full professor Tefko Saracevic, PhD, permanent title
Professor emerita Carol Kuhlthau, PhD
Full professor Nicholas Belkin, PhD, permanent title
Associate professor Ross Todd, PhD
Associate professor Marija Dalbello, PhD

From the UCLA University, with which the Cooperation agreement was signed in 2007, there are negotiations about including the professors (the meeting scheduled for 28 February 2008)

The Faculty of Philosophy in Osijek:

Full professor Nada Babić, PhD
Full professor Ladislav Bognar, PhD
Associate professor Vladimir Jelkić,PhD
Assistant professor Igor Mikecin, PhD

Other associates:

Assistant professor Goran Pavel Šantek, PhD, the University of Zadar
Full professor Peter Ingwersen, PhD (RSLIS, Copenhagen, Denmark)
Full professor Paul Sturges, PhD (Laughborough Univerisity, UK)
Full professor Paul Richardson, PhD (Oxford Brookes, Oxford, UK)
Assistant professor Kelvin Smith, PhD (Oxford Brookes, Oxford, UK)
Full professor David Bowden, PhD (City University, London, UK)
Koraljka Golub, PhD (UKOLN, Bath, UK)
Associate professor Sanda Erdelez, PhD (Univeristy of Missouri, Mo, SAD)
Assistant professor Livija Knaflič, PhD (Ljubljana, Slovenija)
Assistant professor Andrej Blatnik, PhD (Primorsko sveučilište, Koper, Slovenija)
Full professor Aleksandar Stipčević, PhD
Associate professor Dora Sečić, PhD
Associate professor Dijana Vican, PhD (Sveučilište u Zadru)
Mario Barišić, PhD, Publishing Company “Vjesnik”, Zagreb and associate at the Department of Information Science in Osijek

There are 36 potential mentors for doctoral students.

It is planned to include professors from other Zadar University Departments, since the proposals of new PhD study programs are under preparations/negotiations.

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