

## Foreword by Ivanka Stričević\*, guest editor

This issue of *Libellarium* includes papers from the invited speakers who gave lectures at the Summer School in User Studies (SSUS) organized by the Department of Information Sciences and held at the University of Zadar, 11. - 14. April, 2012. The SSUS is associated with the *Knowledge Society and Information Transfer* PhD programme at the Department of Information Sciences at the University of Zadar. This programme is designed for Croatian and international doctoral students in the field of theories and studies of information needs and use, as well as the field of reading and learning concepts and strategies in digital environment. The main goal of the Summer School 2012 was to introduce the participants to the most recent research, the latest developments and the newly emerged concepts in the fields of users' information behaviour, learning and education in the digital age, information literacy theories and concepts, as well as the reading paradigms. In the recent times the information society changes rapidly which influences processing and the approaches to information while it changes the existing paradigms of learning and education. New literacies emerge and reading, as the key competency necessary to access the information, changes its forms and practices. The SUSS organized the above mentioned issues in three segments: Users' information behaviour, Literacy and reading in the digital environment, and Learning and education in the digital age. In the Users' information behaviour segment this issue of *Libellarium* contains articles from two invited speakers and two doctoral students who discuss the subject from different viewpoints. Paul Sturges starts with the assumption that people are much more dependent than they realise on information and ideas that are acquired and processed by areas of the brain, not always immediately accessible to the conscious mind. Polona Vilar discusses information behaviour of scholars and scholarly practice influenced by increased accessibility of digital resources and tools. Doctoral students Dora Rubinić and Darko Lacović base their literature reviews on the specific context of university students' information behaviour. The former review deals with information behavior of university students in general, while the latter one deals with university students' information behaviour in relation to the role of academic libraries. Four invited speakers discuss literacy and reading in the digital environment. Livija Knaflić presents literacy as a complex phenomenon and focuses her work toward psychological aspects of literacy. Sonja Špiranec investigates information literacy in the context of Web 2.0 which transformed information environments into complex and unstructured places so the contexts of information literacy are being re-examined and reshaped respectively. Ivanka Kuić writes about the postmodern theoretical approaches to the reader and the validity of these approaches in the digital environment while emphasizing that existing concepts of the reader and reading adapt to electronic environment, because the electronic text deconstructs the printed one and it changes the way of reading. Vita Mozuraitė discusses these rapid changes in the reading paradigm in the age of e-book to which the young readers are especially susceptible considering their frequent use of the internet. The changes in information environment influence learning. This fact demands careful consideration from education experts in order to achieve the maximal degree of the rich media environment contribution to the quality of education. Hence, Milan Matijević writes about the influence the e-environment has on the new curriculum paradigms.

These papers are the starting point for the new directions of thought about the changes in the digital environment that reflect on information behaviour, learning and the related practices.

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