Polona Vilar is Assistant Professor at the Department of Library and Information Science and Book Studies at the Faculty of Arts, University of Ljubljana, where she teaches and researches. She teaches courses in areas of information sources and services, users of information sources, teaching information literacy, school and public librarianship.

At the Scientific and Research Institute of Faculty of Arts she is member of the research group 0581-013 Information and Library Science. Her research interests are information behaviour, users of information services, information literacy, school librarianship, teaching in LIS. She was also member of expert group in the project EUCLID European Curriculum Reflections on Library and Information Science Education. The project resulted in a manual which can be found at http://www.asis.org/Bulletin/Dec-06/EuropeanLIS.pdf. From 2011 she has been included in research project V5-1016, funded by the Slovenian Research Agency. Within this project dr. Vilar is in charge of an extensive survey of infomation behaviour of Slovenian researchers.

Dr. Vilar has published in various international journals, among them Journal of Documentation, Journal of the American Society for Information Science and Technology, Program, Information Retrieval, and Information Research, as well as in national professional journals Knjižnica (Library) and Šolska knjižnica (School Library). Her doctoral dissertation, finished in 2007, received an Emerald Emerald/EFMD Outstanding Doctoral Research Award in 2008. She has also served as reviewer for Journal of Documentation, Information Research and Journal of the American Society for Information Science and Technology. She has been member of editorial boards of both national journals Knjižnica (Library) and Šolska knjižnica (School Library), as well as served as their reviewer. At professional level dr. Vilar has taught in many continuous education courses for National and University Library and the National Education Institute of the Republic of Slovenia which were mainly aimed at librarians and school librarians in particular.

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Dr. Polona Vilar

Lecture: Information behaviour of scholars

In recent years we have seen intensive debates over the changes in scholarly practice caused by increased accessibility of digital resources and tools. This has caused an evident and rapid trend towards the development of different information behaviours by scholars: what information resources they are using, how and when. Recent studies of scholarly information behaviour all show significant changes in the ways researchers communicate (Maron and Smith, 2008), publish their works (Dallmeier-Tiessen et al., 2010; Muench, 2011), collaborate (Borgman, 2009), look for information and use it (Rowlands and Fieldhouse, 2007;
Information Behaviour, 2008; Palmer, Teffeau and Pirrmann, 2008; RIN, 2011). Studies describe previously unseen patterns of scholarly information behaviour (e.g. skimming, navigating, power browsing, squirrelling, cross-checking) which are joining activities observed in earlier studies, e.g. browsing or berrypicking (Bates, 1989, 2007). This, in turn, can (or should) have significant impact on the development of the information tools and information services for scholars.

The lecture will first address key information concepts in scholarly context (e.g. information, information need, relevance, pertinence, salience, information overload, avoiding information), present some general characteristics of scholarly information behaviour (e.g. difference between scholars and other users of information, differences between disciplines, individuals, etc.) and some typical examples of information behaviour (e.g. browsing, berrypicking, powerbrowsing, chaining, skimming, squirreling), as well as discuss some implications for information tools and services. In the end some attention will be dedicated to issues of digital scholarship.

Workshop: Information behaviour of scholars: methodological issues and examples

The workshop will include practical presentations of some recent studies of scholarly information behaviour which will be mentioned in the pertaining lecture. Students will also become acquainted with various methodological approaches of such studies. They will also present and discuss their seminar work.