

**Tatjana Aparac-Jelušić**



She received her PhD in Information Sciences (IS) from the University of Zagreb in 1991. She graduated in Comparative Literature and Italian Language and Literature at the Faculty of Philosophy in Zagreb in 1972.

She was the Head of the Department of IS at the University of Osijek from 2003 to 2007, and the Head of the Department of IS at the University of Zadar from 2007 to 2012.

In 2008 she designed the new PhD program Knowledge Society and the Information Transfer at the University of Zadar and acted as the Dean of the Program from 2008 to 2015.

She is the author of one book, nine chapters in books, over 120 research and professional papers (in Croatian and English), and over 30 reviews and opinion papers. She edited 25 books and started several series such as Croatian Librarians, Handbooks in LIS and Advances in IS.

Supervisor for over 200 diploma papers, 13 Master of Science and 9 PhD thesis of Croatian and Slovenian (L)IS students.

She was the member of the Editorial Board of Information Processing Management (from 2003 to 2008), and Alexandria. She is currently a member of editorial boards of the Journal of Documentation, JELISE and Bibliotekarstvo, Serbia.

She was the Chair of the ASIST/European Chapter (2003–2009), Chair of Euclid – European HEI for LIS education and research (2008–2014), and she has been the Chair of the Croatian Council on Libraries from 2013.

The international IS community knows her as the co-director of LIDA Conferences from 2000 to 2014 together with Professor Tefko Saracevic. She was/is the member of PC for a number of international conferences in IS.

She was PI for two Croatian research projects: Organization, preservation and usage of Croatian Written Heritage (2002–2006, 2007–2010) and Croatian Written Heritage (2007–2012), and she started several projects aimed at reorganizing and digitizing rich but neglected collections of monastery libraries in Croatia and Bosnia and Herzegovina, as well as project for several library buildings in Croatia.

In 1998, she received the Kukuljević's Award (highest Croatian award in the LIS field), and in 2006, ASIST Thompson/ISI awarded her the Outstanding Teacher of Information Science award.

She retired in 2015 from the University of Zadar as Distinguished Professor in Information Sciences.

### **Library and information professionals' competencies: challenges in a changing socio-cultural environment**

Various professional institutions define core competencies in the field of Library and Information Science (for example, American Library Association – ALA, 2009; Chartered Institute of Library and Information Professionals – CILIP, 2013; Australian Library and Information Association – ALIA, 2014; Special Libraries Association – SLA, 2016;). In addition to those competencies it is advisable to take into account the qualifications frameworks that are defined by administration at national and/or international level (e.g. International Standard Classification of Occupations – ISCO; Statistical

Classification of Economic Activities in the European Community – NACE; European Qualifications Framework – EQF; European Digital Competence Framework for Citizens – DigComp; European Skills, Competencies and Occupations – ESCO; etc.).

In this presentation we will focus on elaborating several documents that present sets of competencies for information professionals, including basic and enabling competencies. The presentation will also highlight the issues related to the job market in the information sector which still looks as a solid one, although extremely diverse and rapidly changing due to the ongoing digital transformation and increased complexity of the entire information related field. There is obviously a growing need of corporate sectors and other information organizations for information specialists with generic/general, personal and specific professional competencies. The other important issues are the need for specialization and for other professions, e.g. computer scientists, information system scientists, communicators, publishers, marketing experts, teachers etc., who are valuable members of working groups, which deal with many aspects of the information management and the communication chain in general.

### **New Approaches to Didactics: Library and Information Science's Perspective**

Methods, theories and principles in education have been developing for centuries, becoming especially intensive in the 20<sup>th</sup> century. Many applications of proposed didactics frameworks were described and evaluated in professional literature.

The dominant philosophies of learning and teaching have undergone significant changes and developmental paths over the past century – from behaviourism, to Gestalt and Denkpsychology and from the middle of the 20<sup>th</sup> century cognitive psychology and constructivism – which suggested a more student-centred approach to instruction. At the end of the 20<sup>th</sup> century, another approach was introduced to educational theory known as socio-constructivist theories which focus on examining the interaction of psychological processes within the learner with social and situational characteristics of the learning process. These theories introduced the notions of "self-directed learning", "co-operative learning", "self-regulated learning", "guided discovery", "scaffolding", "cognitive apprenticeship", "teacher-mediated dialogue", "independent group discussion", "problem-based learning", "project-based learning", "knowledge building", etc.

This presentation will focus on the discussion which turns around the questions such as: What happens when basic assumptions about education no longer apply? Did these basic assumptions change at all under the influence of ICT? Or we might also ask how to use new technology in order to develop the information and communication literacy; ways of thinking like creativity and innovation, critical thinking, problem solving and decision making; new ways of working through communication and collaboration; ways of living in the world such as citizenship (local and global), life and career and personal and social responsibility—including cultural awareness and competence. And, last but not least, we will try to discuss the role of school and university librarians in the processes of the implementation of new didactic in e-based teaching and learning.