Preface

From Boone Library School to School of Information Management (SIM), an iSchool at Wuhan University, the teaching and research in library and information science (LIS) has been a century-old tradition of this university. The journal, *Documentation, Information & Knowledge (DIK)* launched by SIM in 1983, has been making great efforts to identify quality academic papers in LIS areas and gradually developed into a premium LIS journal in China.

Since China's reform and opening-up initiative was introduced, the exchange between Chinese and international LIS community has become more frequent. Stepping into the twenty-first century, the global information environment has changed rapidly and digital native has emerged. People's information needs, information literacy competency, and information search behavior are constantly changing, which poses challenges and at the same time, brings opportunities to LIS profession. In order to explore these challenges and opportunities, and further develop LIS education, Wuhan University established the National Key Discipline Forum on LIS in 2008. This Forum puts emphasis on the past, present, and future of LIS education and theories. Quite a few established experts, educators and theorists have been invited to the forum, providing valuable insights in the development, trends and research of LIS areas.

Our readers have witnessed the steady efforts of the DIK, developing from China to the world, and from Chinese version to English version, and some other language versions, in the past 30 years. The speeches and presentations delivered by experts and scholars on at the Forum and Wuhan University's joining iSchools has created favorable conditions for the development and progresses.

The publication of *Library and Information Sciences: Trends and Research* is undoubtedly a great challenge for us. I am pleased that each of the articles contained in this book is based on cutting-age studies of authors. This book is divided into five parts. In the first chapter, Dr. Forest Woody Horton introduces the opportunities and challenges faced by library and information literacy profession in the society, followed by Dr. Alease J. Wright's contribution on the key role of librarians in the future information literacy education. The last chapter of this part is featured with a discussion panel at which seven authors present their thoughts on information literacy. In the second part Professor Elizabeth D. Liddy discusses the trends in

LIS education by examining the vision of the iSchool movement and detailing its practice in Syracuse University. In the third part, Professor Jin Zhang et al. first uses visual data mining technology to detect the relationship and pattern between terms on Q&A site. Next, Professor David Nicholas et al. consolidates the reliability of Google Analytics using as information search and research data source through empirical study on the multimedia website. Dr. Tingting Jiang then conducts a critical analysis of the theoretical foundations, systems features, and research trends of exploratory search. The fourth part starts with Professor Peter Ingwersen's contribution in which he stresses the importance of building an academic accreditation framework for scientific datasets, studies its metrological characteristics, and proposes the dataset usage indicator as an indicator of dataset management framework. After that, Professor Feicheng Ma, et al. present their findings in knowledge discovery of complex networks research literatures. This part ends with Professor Ruth A. Pagell's explorations on the relationship between bibliometrics and university rankings. The fifth part includes an article by Mr. Eugene Wu, detailing the birth and development process of East Asian Library in North America.

This book is co-edited by SIM, the Center for the Studies of Information Resources of Wuhan University, and DIK. I am very grateful to Dr. Forest Woody Horton and other authors for their contributions to this book. I'd like to express special thanks to Professor Ronald Larsen for accepting our invitation to serve as the Co-editor in Chief. I would also like to thank Dr. Daqing He of Pittsburgh iSchool. I am particularly grateful to my colleagues Liming Zhou, Xiaojuan Zhang, Yuan Yu, Jie Xu et al. for their hard work for compiling this book. Thank Dr. Niels Peter Thomas and Editor Emmie Yang at Springer Publishing Group for their enthusiastic support, and thank the National Social Science Foundation of China for their journal publishing fund (12QKB073) support.

Well begun is half done. I hope the publication of this book can be a good start, lay a solid foundation for future studies, and thus facilitate the global development of LIS in the digital age.

26 Feb. 2014   Chuanfu Chen

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