

**“A Fruitful Development of the Discipline”:
The University of Zadar Summer Schools,
2009-2016**

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ABSTRACT

The paper first briefly introduces the roles of summer schools in recent decades and how they have advanced scholarship and doctoral education in the information fields. It then provides an overview of the doctoral programme in *Knowledge Society and Information Transfer* established in 2009 at the University of Zadar and explains how the Zadar summer schools were designed to support that new programme. It describes the scope of each summer school and discusses how the conceptualization, content, and participants of the summer schools evolved over the seven-year period during which they were organized and convened, summarizing the shifting research and professional themes and concerns to which they responded. The paper highlights the impact of the summer schools on two particular areas where scholars from the Department of Information Sciences have taken the lead nationally and internationally—the study of Glagoliticism and the development of conceptual models and standards for the organization of

information. It concludes with a brief discussion of the wider importance and impact of the conferences and summer schools in terms of scholarly production and doctoral education, international awareness, and professional networking.

KEYWORDS: archives, digital humanities, doctoral studies, Glagolitic, historical manuscripts, information organization, rare books

1. Introduction

As the preoccupations and practices of the information fields became increasingly virtual in the first decades of the twenty-first century, materials whose stewardship and research use were traditionally strongly tied to their physical and evidentiary nature and histories emerged as a locus of considerable excitement and rethinking. Notable among these were archives, historical manuscripts, and rare or old books. While such materials are often managed collectively in repositories as ‘special’ or ‘historical’ collections, they are associated with multiple distinctive histories, professional paradigms, and intellectual spaces that often resulted in specialized, parallel, or non-standardized developments. By putting these areas in conversation with each other, research and professional practice increasingly charted the regions between the analogue and the digital, as well as between information and evidence, institutional and community, and global and local, in the process transforming how different professions and disciplines approach these materials and their import in the twenty-first century. New cross-community standards were developed to support the materials’ visibility, collation, and accessibility. New fields such as digital humanities, memory studies, and community-based archiving emerged that cut across professional and intellectual silos to ask and study challenging new questions and applying innovative computational, qualitative, and participatory methods. And a new ethical consciousness that focused on issues of diversity, equity, and historical silences, as well as marginalizations in collections and professional practices was nurtured. A key driver in this transformation has been special programmes such as summer schools and recurring institutes that have brought together experts in

the fields with students and practitioners to acquire new skills, methods, and contextual knowledge; discuss existing challenges; debate shifting conceptualizations; foster collaboration and mentoring; and augment professional and research education. Such events have substantially supported growth in related scholarship in terms of volume, scope, and methodological sophistication, the mentoring of young scholars, and wider exposure of both scholars and practitioners to international and transnational ideas, research, and practices.

The intellectual history underlying how transformation occurs within and across fields is integral to the health of those fields. For example, it charts the evolution, convergence, divergence, and emergence of fields and tensions between local and extra-local that are vital to elucidate during standards development and professional education. It demonstrates progress or slippage and allows for the flagging and examination of watershed or landmark events. It also supports the identification of the points at which, and the ways in which, earlier ideas and key innovations have been revived, challenged, or reconceptualized, undergirding self-knowledge and providing a sounding board for the consideration of new practices and technologies. Most importantly, perhaps, it supports critical reflection on the overarching motivations, actions, and ethics of a field. In this spirit, therefore, this paper seeks to contextualize, document, and reflect upon the genesis, intent, scope, and impact of a progression of four innovative summer schools held at the University of Zadar between 2009 and 2016 -- the Summer School in the Study of Old Books; the Summer School in the Study of Manuscripts; the Conference and School on Records, Archives and Memory Studies; and the Conference and School on Authority, Provenance, Authenticity, Evidence. Together these summer schools and the resulting volumes of published proceedings have played a key regional and international role in the transformation of these areas by bringing together leading scholars, professionals, and doctoral students, as Willer and Tomić noted in their introduction to the second volume of summer school proceedings, to review “past, present contemporary approaches and open the field for researchers from a number of disciplines by asking new questions that are to be answered in the future ... We are sure that those are the requirements and warranties for a fruitful development of the discipline” (Willer and Tomić, 2013: 10).

The paper first briefly introduces the roles of summer schools in recent decades and how they have advanced scholarship and doctoral education in the

information fields. It then provides an overview of the doctoral programme in *Knowledge Society and Information Transfer* established in 2009 at the University of Zadar and explains how the Zadar summer schools were designed to support that new programme. It describes the scope of each summer school and discusses how the conceptualization, content, and participants of the summer schools evolved over the seven-year period during which they were organized and convened, summarizing the shifting research and professional themes and concerns to which they responded. The paper highlights the impact of the summer schools on the two particular areas where scholars from the Department of Information Sciences have taken the lead nationally and internationally—the study of Glagolitism and the development of conceptual models and standards for the organization of information. It concludes with a brief discussion on the wider importance and impact of the conferences and summer schools in terms of scholarly production and doctoral education, international awareness, and professional networking.

2. Summer Schools as an Augmentation of Doctoral Education in Written and Digital Heritage

The transformation of the various and diverse fields that engage with archives, manuscripts, rare books, and other forms of cultural and memory objects and their production can be traced back to two interacting factors—the need for these physically-oriented fields to reckon with rapidly developing digital communication and information technologies, and the growth in doctoral education in the information fields that was preparing students for careers as academics as well as practitioners. Influential summer schools and institutes that provided a space conducive to exchanging state-of-the-art scholarship and practice, discussing emerging ideas, mentoring, and workshoping new methods and technologies have included the Rare Book School at the University of Virginia; the California Rare Book School at the University of California, Los Angeles; the Archival Education and Research Institutes (AERI); the School for Scanning; DigCCurr; the FARMER (Forum for Archives and Records Management Education and Research) Conferences; a series of summer schools in Preservation Management hosted by the Ar-

hivschule, Marburg, the Open Society Archives in Budapest, and The National Archives in Kew; the conferences conducted by the Digitization, Bibliographic Description and Research of Texts Written in Glagolitic, Croatian Cyrillic and Latin Scripts Until the End of the 19th Century in the Zadar and Šibenik Area (Written Heritage) project since 2016; and Archives, Libraries, Museums (AKM): Possibilities of Co-operation Within the Environment of Global Information Infrastructure, the ongoing series of annual international seminars held in Rovinj-Poreč, Croatia, since 1997.

2.1. Development of the Doctoral Programme in Knowledge Society and Information Transfer at the University of Zadar

The Department of Information Sciences was established at the University of Zadar in 2004 and immediately began to reach out to scholars and institutions elsewhere with whom its new faculty had pre-existing relationships to collaborate on research and educational initiatives and programmes. It quickly began making its own contributions to the summer school model, with the first of the series discussed here held in 2009. The doctoral programme in *Knowledge Society and Information Transfer* was established that same year in January by the Senate of the University of Zadar (Aparac-Jelušić, 2009) with objectives that clearly reflected the nature and aspirations of the Department of Information Sciences:

- “encouraging doctoral candidates to engage in critical thinking in the field of information and communication sciences, providing knowledge sources needed for responsible and successful scientific work,
- enabling the doctoral candidates to acquire new knowledge and master the advanced skills needed for understanding the circumstances of origin,
- organization, 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” (Knowledge Society and Information Transfer: Guide, 2016: 7).

While the general principles for the new doctoral programme included

adopting innovative developments in the information and communication sciences and related sectors, as well as advocating for high-quality research and rigorous methodological approaches, its specific principles promoted interdisciplinary research in several areas in particular -- theories of the information sciences; organization of information, especially that necessary to ensure the preservation of and access to old and rare materials in the online environment; information needs and behaviour in various contexts; scholarly communication; and publishing and bookselling in traditional and digital environments (Knowledge Society and Information Transfer: Guide: 9).

To achieve its objectives, the programme engaged not only professors from its own department and other departments at the University of Zadar, but also collaborators from universities inside and outside Croatia, namely Josip Juraj Strossmayer University of Osijek (the Faculty of Philosophy (FFOS)), the University of Ljubljana (Department for Library and Information Science and Publishing), Karl-Franzens-University of Graz (VESTIGIA—Manuscript Research Centre), Linnaeus University (Department of Library and Information Science), Rutgers University (Department of Library & Information Science), and the University of California, Los Angeles (Department of Information Studies). Organizing conferences and summer schools with the goals of enhancing students' understanding of the topics they were researching, exposing them to international experts in the information and communication sciences, and facilitating collaboration between the students and experts on topics of shared research interest was an integral aspect of these collaborations even in advance of the initiation of the doctoral programme. However, the need for summer schools and other events that addressed topics of cultural heritage, organization, and protection of old and rare books, and organization of information in GLAM communities and associated topics was already well-recognized. Zadar and the Dalmatian coast are known for their rich and diverse heritage, heritage which, by its nature, necessitates applying interdisciplinary approaches in research and professional stewardship, as well as explicating the importance of this heritage to wider scholarly communities outside Croatia where it is not as widely known. The doctoral programme, therefore, was explicitly aligned with Croatian national research priorities that emphasized the necessity "to explore the written heritage, its origin, organisation, preservation and usage as part of the social memory"

(Aparac-Jelušić, 2010: VII). The programme's *Heritage Module (organization, preservation and use of written heritage)* focuses on the importance of conducting and overseeing research to discover information regarding the origin, organization, preservation, and use of written heritage. It particularly examines the impact of new technologies on the advancement of knowledge society and information transfer, and promotes critical thinking and establishes the necessary foundation for successful and responsible scholarship in the information sciences, while adhering to the highest professional and ethical standards (Aparac-Jelušić, 2010: VII).

The summer schools held as part of the *Heritage Module* provided an excellent opportunity for doctoral students, researchers, and practitioners in the field to engage with globally-recognized experts to discuss those topics and to establish a solid groundwork for their doctoral dissertations and other research and professional activities. As already noted, the summer schools were also very timely in that they made unique contributions during the two decades of massive conceptual, technological, and intellectual change across the cultural heritage and information fields.

3. The Zadar Summer Schools, 2009-2016

The summer schools were organized by Mirna Willer and Marijana Tomić of the Department of Information Sciences. Anne Gilliland from the University of California, Los Angeles, who had participated in the first two summer schools, joined them as a co-organizer of the third and fourth summer school (RAMS and APAE), which were also expanded beyond the summer school format to incorporate research conferences. Monograph proceedings containing papers presented at the summer schools, the latter two volumes peer-reviewed, were edited by the organizers and published in English together with summaries in Croatian. Publication was in both print and online form using the University of Zadar's open publishing platform *Morepress* and publication series *Studies in Library and Information Sciences* in order to increase the accessibility of scholarship generated by the summer schools locally and internationally.

The form of the schools enabled students to engage in discussions following lectures, to select a topic from the morning sessions, and collaborate with the

lecturer during afternoon groupwork sessions. Students were also encouraged to gather ideas and material for their essays, which could be supervised by one of the lecturers. Besides being able to earn 4 ECTS for attending the summer school, students were able to earn additional 2 ECTS for submitting their essays for publication in the proceedings. The schools were very successful in attracting senior scholars from Croatia and around the globe as lecturers (Table 1). Several of them were veterans of other summer schools and regular institutes, such as AERI, who appreciated the value of participating for their own intellectual development as well as that of the other participants. Five lecturers attended all four summer schools, two participated in three, seven in two, while thirty-one other lecturers, mostly in specialized areas related to that summer school, participated in one of the schools.

The logic of the progression of areas covered by the summer schools unfolded over time (Table 1), with the first two summer schools most firmly centred around specific types of material. Gradually, as foundational knowledge and conceptual understandings were established, subsequent schools put the different information, cultural and memory fields in conversation with each other, highlighting their different histories, preoccupations, and worldviews, as well as opening up common grounds for discussion and collaboration. *The third Conference and School on Records, Archives and Memory Studies*, reflected how the archival field, following the ‘archival turn’ in many disciplines, had considerably expanded and diversified in recent years, increasingly overlapping with the concerns and methods of the emerging field of memory studies. As Dutch archival scholar Eric Ketelaar noted in the proceedings, “archival turns and returns challenge research in archival studies to understand and apply a multiform approach of archive(s) ‘as it is’ in conjunction with treating phenomena ‘as archives’”. The impact of these turns and returns on the research agenda of the archival multiverse will hopefully increase as more students and scholars coming from elsewhere engage with the archival domain” (Ketelaar, 2013:9). The fourth summer school, *Authority, Provenance, Authenticity, Evidence (APAE)*, further developed these intellectual and ethical trends by focusing more heavily on explicating understandings of common and divergent concepts and vocabularies underlying the heritage, memory, and GLAM areas, and the ways in which they were being addressed through different research methods, professional practices, and technologies.

3.1. Summer School in the Study of Old Books

Organized in September 2009 with the support of the National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia, the primary objective of the summer school was to acquaint participants with the latest advances and new ideas in historical methodology and epistemology, research on old books and bibliography, and the organization of bibliographic information, and conservation and preservation practices. It also offered a hands-on introduction to managing old book collections using modern digitization methods. Twenty doctoral students from Croatia, the Czech Republic, and Slovenia specializing in library and information sciences, and archival and mediaeval studies attended the summer school. Other participants included two postgraduate students from Austria focusing on the study of ancient manuscripts, one faculty member from Slovenia, and five researchers and practitioners employed in heritage institutions in Croatia.

This first summer school gathered leading experts in the field of old books and manuscripts, providing foundational theoretical knowledge in the areas of (1) cultural history, (2) old books in a context of research and bibliography, (3) conceptual models for information organization, (4) conservation and preservation of written cultural heritage, and (5) old book collection and management. The cultural history topic was approached from the broad perspective of manuscript studies, questioning the usage, authority, and appropriation of manuscripts in the Middle Ages, applying examples from various archival and library material from that period. Lecturers were drawn from a range of fields connected with cultural history, such as classical philology, information sciences, book history and archival studies, demonstrating how diverse research methodologies, theoretical foundations, and perspectives can be applied in studying manuscripts and ancient books.

Regarding bibliography, a comprehensive overview of the written heritage in European and Croatian libraries, along with the history of and research opportunities for working with Croatian bibliographies and French booksellers' catalogues, was provided, as well as a concise description of the most significant Croatian library collections. Issues of accessing European collections of old books, their digitization, and protection were also addressed, as well as the provenance of old books and manuscripts. The conservation and preservation

lectures focused on both practical issues in the preservation of old books and manuscripts and archival preservation and access, introducing some of the significant changes happening with archives and their content and the impact of the digital world on traditional archival concepts and principles. The final section of the programme focused on theoretical principles for managing special collections material in a developing university setting with an emphasis on digitization and digital asset management.

3.2. Summer School in the Study of Historical Manuscripts

The second summer school continued and complemented the scope of the first. Its primary objective was to acquaint participants with recent advancements and emerging concepts in historical methods and epistemology, research in historical manuscripts, the organization of bibliographic information within the Semantic Web framework, and conservation and preservation, as well as to offer a hands-on introduction to managing historical collections using the latest digital approaches.

A pre-conference lecture and workshop covered fundamental theoretical and practical knowledge and principles in codicology, while the rest of the school's schedule was structured around topics introduced in the initial school. Lectures in cultural history covered key methodological approaches in archival sciences and studies, illumination research in historical manuscripts, and research methodology in mediaeval prayer books and early mediaeval Latin documents. Two lectures addressed fragment research from the methodological perspectives of Austrian and Croatian schools including use of digital tools and methods. The latter marked the start of conversations about the application of digital methodologies in humanities research that led to the development and incorporation of digital humanities topics within the Department of Information Sciences. The conservation section of the summer school discussed practical and theoretical issues related to preserving written heritage, such as mechanical preservation, ethical considerations, and intervention levels. Digitization and the creation of digital collections, including how to integrate and provide access to different forms of heritage content, was another important topic that was informed by the ground-breaking experiences of the National Library of Lithuania.

3.3. Conference and School on Records, Archives and Memory Studies

The third summer school addressed a range of topics relating to records and recordkeeping, archives and archival practice, and societal remembering and forgetting. The scope of the school was expanded by including a conference. It drew leading international scholars from different disciplines who presented significant innovative theoretical ideas, especially from the field of archival studies. The topics discussed included the varying perspectives on cultural heritage among different academic fields and cultures, the integration of humanities and social science research in archives and memory institutions, the growing impact of human and civil rights activism on historical data and archival studies, and the potential for developing new concepts and systems to address these issues. Several impressive talks addressed collection fragility and vulnerability, the societal consequences of losing archival materials in terms of historical truth, and the necessity of proactive preventive interventions.

3.4. Conference and School on Authority, Provenance, Authenticity and Evidence

The final conference and summer school drew the most international group of lecturers and participants. It focused on fundamental concepts, principles, and ideas that had been surfaced by the three previous summer schools, and contemplated how these were similarly or differently understood across disciplines and professions and what that might mean for GLAM institutions' convergence and standards development. This was perhaps the most complex theme. It encouraged and challenged all participants to contemplate epistemologies and rationales other than those with which they were most familiar and comfortable.

4. Impact of the Summer Schools

4.1. The Study of Croatian Glagolitism at the University of Zadar

The summer schools promoted the application of digital research methodologies and tools within various domains of the humanities and social sciences, and this had a profound impact on a group of researchers from the

Department who were studying Glagolitic written heritage. The University of Zadar's rich cultural environment includes rich collections of manuscripts, particularly those written in Glagolitic, a historical script used in Mediaeval Croatia. Some of the oldest and the most important historical documents in the Zadar area were written in Glagolitic and represent sometimes the only surviving evidence of the religious, economic, and cultural, as well as everyday history and literature of the region.

Being rooted in the humanities and social studies, the University of Zadar strongly supports the study of written and other cultural heritage and has encouraged innovative applications of digital technology in cultural heritage research as well as in the eSciences. The lectures, discussions, and workshops, together with the papers published in the summer school proceedings, provided important concepts and ideas about how to use digital technology and digital humanities methods that were integrated into a major written heritage research project initiated in 2016 -- *Digitization, Bibliographic Description and Research of Texts Written in Glagolitic, Croatian Cyrillic and Latin Scripts Until the End of the 19th Century in the Zadar and Šibenik Area*. Furthermore, influenced by the value of the scholarly and professional discussions that had taken place within the summer schools, two digital humanities conferences were organized as part of the project in 2016 and 2017 respectively – a one-day *Symposium on the Creative Potential of Glagolitic Heritage*, and an international *Digital Humanities Symposium: Empowering Visibility of Croatian Cultural Heritage*. The symposia were organized by the Department of Information Sciences and co-organized by several partners: Vestigia—Manuscript Research Centre of University of Graz, the Croatian Academy of Science and Art in Zadar, the Austrian Centre for Digital Humanities of the University of Graz, ICARUS, ICARUS-HR, and DARIAH-HR.

As a result of these activities, further new initiatives emerged that were focused on research, digitization, and the digital transformation of the domain of Croatian Glagoliticism, culminating in the establishment of the Centre for Research in Glagoliticism in 2020 as an autonomous unit of the University of Zadar. The Centre is focused on research on Croatian Glagoliticism, mainly, although not exclusively, framed within the Digital Humanities.

4.2. Conceptual Models for the Organization of Information

Information organization is fundamental to the functions and services of heritage institutions. The theory and practice have to go hand in hand, enriching each other and advancing their particular developments. For this reason, developments in standards for information organisation had a prominent place in all four summer school programmes. The development of concepts, principles, models, and standards intrinsically linked to changing information technology brought about a paradigm shift in standards and practices and invited cooperation between domains that had traditionally been separate. All of this could be traced throughout the successive summer schools where topics covered both current and work-in-progress developments at the international level. Since all of the invited lecturers were also members of international professional committees and bodies, and active in academic and professional life in Croatia and elsewhere, their cross-national, cross-disciplinary activities and engagement in the summer schools enriched both ends of the cooperation chain. The summer schools thus became a place not only for cross-informing these standards and best practices, but also for dialogue and debate around them, especially as more critical trends made inroads into the final summer school.

Several of the presentations and proceedings papers today provide us with important intellectual history that can inform understandings of the *what*, *why*, and *how* of our current models and standards as well as their future development. For example, they document the thinking behind the first conceptual models of the bibliographic universe that were instrumental in the paradigm shift in information organization -- FRBR: *Functional Requirements for Bibliographic Records* and FRAD: *Functional Requirements for Authority Data*. RDA—*Resource Description and Access* delineated their relevance for the implementation requirements of the models in the form of a new set of guidelines for determining the content of bibliographic records. Research presentations also focused on questions associated with the functional interoperability of library and archival name authority data including an exploration of the bi-directional relationship between FRAD, the library conceptual model, and ISAAR(CPF), the international archival standard across the course of their respective developments between 1996 and 2009. Influenced by archival theory

and practice, a conceptual model for the description of written heritage collections expanded the library concept of item-level description to include collection-level description. A pilot study of how archival materials held in museums are conceptualized was also presented, surfacing how describing those materials using museum practices could result in the creation of non-uniform descriptive metadata that then limited their intellectual accessibility.

The two above-mentioned IFLA models were subsequently replaced by the IFLA *Library Reference Model* (LRM), and RDA underwent a fundamental revision to support the implementation of LRM. Nevertheless, the evolution in models that was discussed and documented through the summer schools proved to be highly relevant, since it informed the subsequent development of the *Code for Description and Access to Resources in Libraries, Archives and Museums* (KAM), the Croatian heritage content standard published in 2021 that was based on library, archive and museum principles, models, and standards (Vukadin, 2021).

By the time of the second summer school in 2011, IFLA working bodies had already been beginning to assess the impact on their standards of the new disruptive technology of the Semantic Web -- linked open data (LOD). Presentations at the school covered the basic concepts of the standard model for data interchange on the web RDF: *Resource Description Framework*, and IFLA standards and models (schemas) published or being developed in RDF, and provided examples of how metadata for manuscripts and name authority data could be created in that context. The technological underpinning of models, standards, and their future development was also discussed in subsequent schools. The semantic linked data paradigm shift is tied to three principles -- *reification* (to enable machine reasoning (on the web) everything in the web should be uniquely identified by an IRI: Internationalized Resource Identifier), the *AAA principle*: "Anyone can say Anything about Anything", and the *OWA*: Open World Assumption. A key presentation at the summer school argued that these fundamental principles were of paramount importance for supporting the concepts of authority and authenticity that are central concerns of heritage information fields in the digital environment, and that were also primary themes of the fourth school in 2016. It focused on the authority versus authenticity of name authority data, in other words, on the shift from labels (name strings) to identifiers (IRIs). It aimed to explore

“the need to make explicit the social constructs and ‘social machines’ underlying LOD in the ALM environment, to support and benefit from the shift from human-readable labels to machine-processable identifiers” (Dunsire & Willer, 2018: 89). LRM, the IFLA conceptual model published in 2017, was based on this technology, as well as two other important heritage models: RiC: *Records in Contexts*, the conceptual model and ontology for archival description first published in draft in 2016, and the CIDOC Conceptual Reference Model for cultural heritage and museum documentation, published in revised form as the ISO 21127:2023 standard. The Croatian national content standard KAM is also based on the semantic linked data technologies that benefited, among other things, from the expertise and research presented in the summer schools.

5. Summary and Concluding Thoughts

While topics and ideas evolved over the course of the summer schools, the intent was to engage scholars, practitioners, and students from different spaces in conversation with each other, especially those who, for disciplinary, linguistic, or geographic reasons, were not previously aware of each other’s work and perspectives. The discussions and lectures at these summer schools laid the foundation for several institutional, national, and global projects, as well as new doctoral research topics conducted by the Department in the subsequent years. To date, doctoral students in the Department have researched a wide range of topics within a diversity of areas including libraries and library management, the organization of information and modelling of digital data and collections, protection and organization of heritage material and special collections, book history, information literacy, and information behaviour in academic libraries and various other contexts, publishing models and procedures, archival studies, information systems in sport and industry, and research data management. Mentoring structures set up through the summer schools have expanded students’ collegial networks and, in some cases, have led to new kinds of research and educational collaborations nationally and internationally. At the same time, the summer schools informed and influenced the development of the Department of Information Studies’ curricula,

methodological orientations, and research activities, especially those related to cultural and book history, preservation of cultural heritage, codicology and fragmentology, and subjects linked to digitization and digital humanities research in the field of written heritage.

It is also important to note the wider impact of the summer schools. The most tangible and enduring outcome was in scholarly production. The presentations and, even more so, the published proceedings assembled many scholars who had not previously worked together or even known of each other's work, across disciplines, professional traditions, and working languages. As a result, the presentations and proceedings are a substantial contribution to scholarly knowledge and production in terms of cultural exchange, range of expertise, and numbers of papers that were generated. Peer reviewing not only provided an additional layer of rigour to that production, but also engaged additional scholars and doctoral students in the processes of peer review, thus further widening the influence of the works presented and, for some, providing a first experience as a peer reviewer. A conscious choice was made to publish in English, given both the limited number of scholars outside Croatia who could read papers in Croatian and the fact that English served as a *de facto lingua franca* for the many participants from other countries who participated in the summer schools. However, the editors of the proceedings were also very aware that Croatian practitioners in the various information professions are not always very comfortable working in English and thus might not find the content in the proceedings accessible. The decision was made, therefore, to include brief summaries in Croatian at the end of each published paper that hopefully provide more accessible entry points to the contents of the proceedings.

The summer schools undoubtedly increased international awareness of the heritage and associated research and professional concerns of Croatia and Southeastern Europe simply by the immersion of international experts (and sometimes their own doctoral students who accompanied them) in the scholarly and cultural space of Zadar and its summer schools and the consequent cross-informing and cross-fertilization of ideas and methods. As already mentioned, it helped to expand scholarly networks as well as to nurture enduring mentoring relationships, and these in turn have continued to play important roles in the transformation of the fields involved. These experiences

have shaped professional education programmes, but even more so they have strengthened and pluralized the emphasis on concepts, theoretical frameworks, and research methods within doctoral programmes that are training new generations of scholars and teachers. Finally, the summer schools and their legacies have heightened ongoing awareness of historical omissions, inequities, and inappropriateness that are embedded in many professional and institutional practices.

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TABLE 1. *Overview of the summer schools*

| | Number of presentations | Number of papers in published proceedings | Countries of presenters and moderators | Topical headings in published proceedings |
|--|--------------------------------|--|---|---|
| Summer School in the Study of Old Books, 2009 | 21 | 15 | Austria Croatia England France Germany United States | I. New Cultural History II. Old Books as a Topic for Research and Bibliography III. New Conceptual Models for Information Organization IV. Conservation and Preservation of Cultural Heritage V. Old Book Collection Management |
| Summer School in the Study of Historical Manuscripts, 2011 | 22 | 18 | Armenia Austria Bulgaria Croatia Germany Italy Lithuania UK United States | I. Cultural History: Historical Manuscripts as a Topic for Research II. New Conceptual Models for Information Organization III. Conservation and Preservation of Cultural Heritage IV. Historical Manuscript Collection Management |
| Conference and School on Records, Archives and Memory Studies, 2013 | 34 | 16 | Australia Austria Hungary Italy Lithuania UK United States | I. Archival and Library Information Science Ideas; Ideas About the Archive II. Conceptual and Metadata Modelling and Implementations III. Document and Document Analysis IV. Record Keeping, Identity and Memory V. Archival Research Design and Methods VI. Scholarly and Professional Publishing |
| Conference and Summer School on Authority, Provenance, Authenticity and Evidence, 2016 | 25 | 15 | Albania Armenia Australia Austria Bosnia and Herzegovina Italy Lithuania Malta Netherlands UK Slovenia Switzerland | I. Shifting Conceptual Constructions in Archival Science II. Authority and Authenticity III. Originals and Copies IV. Digital Transformations and Provenance V. Evidence and Evidencing VI. Libraries and Archives on the International Agenda VII. Methodological Approaches |