EDITORIAL

Discussing epistemological aspects related to the information and to the knowledge will always be important, for a while are constitutive questions of the scientific field of the Information Science. On the other side, the phenomena linked to these foundations are constituted in the studies developed by the Information Science area. On this perspective, the text "The epistemological dimension of the Information Science and its impact on the teaching in Archivology and Librarianship" put in evidence the possibilities of the knowledge construction, presents different schools and forming chains, as well as it brings the technologies of information and communication as influence tools of these knows and does. The second article "Lotka´s law applied to the scientific production of the Information Science area" presents an application of Lotka´s law in the ambit of the scientific field of Information Science. The research was accomplished in the database Library and Information Science Abstracts (LISA), covering the period from 1996 to 2008. Starting from this search strategy using the term "Information Science", it was obtained a total of 2825 registrations, and of this total it was selected the field author, obtaining like that 2695 authors. The article presents reflection and critics about some models of measurement of the correlation between the authors and their productivity, more specifically the Lotka´s model.

Completing the number of the BJIS, it is presented a study about the information literacy named "Literacy Information in Portugal: some results of a research project".

The main questions of the text are: to understand how the university students face the new competences demanded by the creation of the European High Teaching Area (EHEA); to know how these students are prepared in terms of the informational competences, in three different moments: before the university, during the period of university frequency and, at the end of graduation, in the university. Besides this, they are characterized the intra and transdiscisplinary approaches between Education, Cognitive Sciences and Information Sciences. The three articles in distinct manners discuss the constitution of the concepts in the area of the Information Science, therefore, they contribute significantly to the consolidation of the foundations and principles which guide the knows and does of the area. The

conceptual discussion about objects and phenomena studied in the ambit of Information Science, has been consolidating itself and providing to the scientific community of the area to know better the studies developed by different researchers of distinct parts of the world, whose results are important subsidies to the reflection and evolution of the scientific field.

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