

For contemporary children growing up with a constant access to a wealth of information, a critical approach towards it may be a challenge, especially concerning the plurality of opinions available online. In times of rapidly spreading fake news, encouraging readers to approach information critically is an important element of both formal and informal education, the latter is often based on reading books, informational books for children in particular—an analysis of this phenomenon rooted in literary and book studies is the core of the project entitled *Informational children's book in the 21st century: trends – research methods – models of reading*.

The basis for the research will be the 21st century Polish children's book production, i.e. publications with indicated reader under the age of 13. To specify the body of analyzed works, the project will take into consideration the Polish 'Lilliputian' publishers, i.e. independent children's book market trendsetters such as Babaryba, Dwie Siostry, Mamania, Tako, and Wytwórnia, who offer original, avant-garde and diverse critically acclaimed titles. Works published, both originally written in Polish as well as translated from different languages, will serve as the scope of the 21st century trends, including awarded and internationally acclaimed books: Polish *Mapy* by Aleksandra and Daniel Mizieliński, Flemish *Rivieren* by Peter Goes, German *Müll* by Gerda Raidt, and French *Anatomie* by Hélène Druvert, among others.

There are three major scientific goals of the project. The first regards classification, terminology, and definitions. As for the classification, during the preliminary research, I had observed such informational genres as cookbook, but also identified other genres specific for children's literature used to convey information, as well as observed new, yet-to-be defined trends. In this field, I will propose a systematic classification, basing on theory of genres as well as propose new subgenres. As for children's informational book terminology, there is no consensus both in Polish and international research (i.a. 'poznawcza' [exploring], 'edukacyjna' [educational] and 'popularnonaukowa' [popular scientific] in Polish, 'nonfiction' and 'informational' in English); hence, I plan to propose a clear and sufficient set of terms both in Polish and English. As for definitions of informational book, these are unclear and often exclude each other in domains such as presence of fictional elements or exclude particular genres (e.g. poetry): my aim will be to propose a sufficient set of definitions in this field. The second goal will be to develop methodology useful for the analysis of informational books. Based on up to date research, I will propose a new research method useful in the analysis of informational children's book, including texts, illustrations and paratexts (e.g. title, foreword, blurb) as well as book elements, such as layout, format, etc. The third goal will be developing models of reading, i.e. a set of guidelines to be used in classroom to develop reading practices of informational books among school students and young readers in general. Designing such reading models will be a natural consequence of research methodologies development complemented with secondary sources on didactics and practitioners' experience. It will also show how theoretical approach corresponds with educational policies.

Informational books for children have been less popular than fiction both in Polish and international research, hence, it is necessary to tackle such problems as terminology, definitions, and research methods. Significant gaps in these areas may be crucial obstacles in investigating new phenomena, especially outside the book studies. Deepened analyses of primary sources will also show adults' approach towards presenting knowledge to young readers, including policies of education and set of ideologies, i.e. a system of world views linked to concepts of power. Interdisciplinary research methodology based on literary studies, art history and book studies will serve as a tool for children's literature scholars in different fields, who may face challenges working with children's informational books.

Final results of the projects will enrich the field of children's literature and culture as well as particular scientific disciplines, such as literary and books studies. Proposing complex systematization as well as clear terminology and methodology will be useful to literary scholars, especially to investigate new to grasp and define publishing phenomena. Also, within children's literature scholars such a research may present primary sources as accessible and worth investigating; hence, provoke them to broaden the analytical perspectives. Project's goals, especially concerning definitions, may also broaden the term 'literature'—as other elements of a book (illustrations, other paratexts and layout) are often ignored within literary studies—and draw scholar's attention to 'implied models of reading', which may serve as a basis for further application of theory to practice in fields such as education.