



Teaching Guide

| Identifying Data | | | | | 2024/25 |
|----------------------------|--|---------------|---------------------|----------------|---------|
| Subject (*) | Workshop on Informational and Digital Skills: Evaluation, Analysis and Quality of Information | | Code | 710G04047 | |
| Study programme | Grao en Xestión Dixital de Información e Documentación | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 1st four-month period | Second | Obligatory | 3 | |
| Language | Spanish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Humanidades | | | | |
| Coordinador | Alfaya Lamas, Elena | E-mail | elena.alfaya@udc.es | | |
| Lecturers | Alfaya Lamas, Elena | E-mail | elena.alfaya@udc.es | | |
| Web | | | | | |
| General description | It is our aim to know and develop the ability to access and effectively evaluate information to meet specific information needs. Pupils must be able to recognize when they need information and have the ability to locate, evaluate and effectively use the information they need. It is our aim that pupils develop the ability to decode information, to evaluate it and codify new messages for the purpose of active and efficient participation within society. | | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|---|
| A4 | CE4 - Master the foundations of the behavior of individuals in the search, recovery and use of information, taking as a point of reference the aspects of motivation, environment and context |
| A6 | CE6 - Search and retrieve information in various media to respond to the demand of information users |
| A9 | CE9 - Master the foundations, methods and models of information retrieval and be trained to use and plan information and data recovery systems |
| A12 | CE12 - Develop support services for scientific communication in all its stages from creation to dissemination of scientific results in both the public and private sectors |
| A13 | CE13 - Know and master the techniques and regulations for the creation and authentication, meeting, selection, organization, representation, preservation, recovery, access, dissemination and exchange, and evaluation of resources and information services |
| A14 | CE14 - Apply the legal and regulatory provisions and procedures related to the information and documentation activity in general and in the digital environment in particular |
| A15 | CE15 - Know and assume the ethical perspective and deontological values ??of information management as a whole and and in the digital environment in particular |
| A16 | CE16 - Master and use criteria and indicators for the evaluation of products and services of information including metrics and qualitative studies |
| A19 | CE19 - Determine and apply methods, measures and techniques designed to order, protect, preserve and restore data, information and documents of different nature |
| A20 | CE20 - Master the bases to develop research activities using multidisciplinary methods and principles |
| B2 | CB2 - Apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study |
| B3 | CB3 - Be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments |
| B4 | CB4 - Know how to communicate their conclusions -and the knowledge and ultimate reasons that sustain them- to specialized and non-specialized audiences in a clear and unambiguous way |
| B5 | CB5 - Possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous |
| B6 | CG1 - Capacity for cooperation, teamwork and collaborative learning |
| B7 | CG2 - Capacity for reflection and critical reasoning |
| B8 | CG3 - Capacity for planning, organization and management of resources, information and operations |



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| B9 | CG4 - Capacity for analysis, diagnosis and decision making |
| B10 | CG5 - Ability to work in an international and global context |
| B11 | CG6 - Ability to understand the importance, value and function of the Digital Information and Documentation Management in the current ICT society |
| C1 | CT1 - Express correctly, both orally and in writing, in the official languages ??of the autonomous community |
| C2 | CT2 - Use the basic tools of information and communication technologies (ICT) necessary for the exercise of their profession and for learning throughout their lives |
| C3 | CT3 - Develop oneself for the exercise of a citizenship that respects democratic culture, human rights and the gender perspective |
| C7 | CT7 - Assess the importance of research, innovation and technological development in the socio-economic and cultural progress of society |
| C8 | CT8 - Have the ability to manage time and resources: develop plans, prioritize activities, identify criticisms, establish deadlines and comply with them |

| Learning outcomes | | | |
|--|--|---|----------------------------|
| Learning outcomes | Study programme competences / results | | |
| Knowing and understanding opportunities and risks related to ITC | A4 A6 A9 A12 A13 A14 | B4 B10 B11 | C1 C2 C3 |
| Determining validity and fiability of information | A4 A6 A9 A19 A20 | B2 B3 B4 B5 | C1 C2 C3 C7 C8 |
| Knowing and using main information services and resources. | A4 A6 A9 A12 | B2 B3 B4 B6 B7 B8 B11 | C2 C7 |
| Using information ethically, legally and safely | A15 A16 A19 A20 | B3 B4 B5 | C7 C8 |
| Being able to promote information interchange | A12 A14 A15 A16 A19 A20 | B2 B5 | C7 C8 |
| Using information in a critic and systematic way, assessing its pertinence | A4 A9 A12 A19 A20 | B5 | C1 C2 |



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| Being able to retrieve, search and select relevant information | A4 | B3 | C1 |
| | A12 | B4 | C2 |
| | A14 | B5 | |
| | | B8 | |
| | | B9 | |
| | B10 | | |
| | B11 | | |

| Contents | |
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| Topic | Sub-topic |
| Introduction to informational and digital habilities | Presentation of the subject |
| Topic 1. Acces and information retrieval | Informational and digital competencies in higher education |
| Tema 3. Criterios para seleccionar y evaluar la información | 3.1 Presentación 3.2 Pertinencia 3.3 Procedencia 3.4 Actualidad 3.5 Método 3.6 Objetividad |
| Tema 4. Evaluación de la calidad de los recursos digitales | 4.1 Buenas prácticas en micronavegación 4.2 Buenas prácticas en macronavegación |
| Tema 5. Recursos de información de acceso abierto y gratuito | 5.1 Acceso abierto 5.2 Marcadores sociales 5.3 Recursos en abierto: Wordpress.com; Google Sites; Academia; Research Gate; Google Scholar; Dialnet; PARES; Portal de Archivos Europeo; Europeana; Galiciana; Biblioteca digital de la ONU; DOAJ; Biblioteca digital de la UNESCO; Internet Archive; OAPEN;... |
| Tema 6. Normas de citación y referencia bibliográfica | 6.1 Conceptos básicos 6.2 Normas internacionales y nacionales |

| Planning | | | | |
|---------------------------------|---|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| ICT practicals | A4 A6 A9 A12 A13 A14 A15 A16 A19 A20 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 C1 C2 C3 C7 C8 | 6 | 16 | 22 |
| Mixed objective/subjective test | A6 A9 A20 B2 B6 B7 B8 B9 B10 | 2 | 15 | 17 |
| Case study | A4 A9 A12 B2 | 5 | 2 | 7 |
| Online forum | B7 C8 | 0 | 1 | 1 |
| Workbook | A6 B4 B5 | 7 | 4 | 11 |
| Guest lecture / keynote speech | A4 A6 A9 B3 B4 C1 C3 C8 | 10 | 5 | 15 |
| Personalized attention | | 2 | 0 | 2 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------|-------------|
| Methodologies | Description |



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|---------------------------------|--|
| ICT practicals | Information search. Pupils should hand a PORTAFOLIO to the teacher. This is a file properly organized with its sections. It should contain summaries of the readings as well as the practical exercises of the course. |
| Mixed objective/subjective test | Combination of a diversity of questions to be answered by the pupil, so as to assess knowledge acquired by the pupil. |
| Case study | Exercicios prácticos nos que se desexa obter un coñecemento concreto, contextual e en profundidade sobre un tema específico da asignatura. Permite explorar as características, significados e implicacións clave do caso. |
| Online forum | Solución de encontro dos alumnos a través de Teams en situacións nas que os participantes non poden reunirse personalmente e que as tarefas de clase non finalizadas deban entregarse ou presentarse. |
| Workbook | Se presentarán resúmenes na ficha modelo entregada pola profesora de diversas lecturas relacionadas con este Taller |
| Guest lecture / keynote speech | Oral exposition offered by the teacher. It will be complemented with the use of audiovisuals and some questions for students so as to transmit fundamental knowledge. Theoretical contents, examples and doubts. |

Personalized attention

| Methodologies | Description |
|---|---|
| Mixed objective/subjective test Guest lecture / keynote speech ICT practicals Case study Online forum Workbook | Personalized attention for students with individual or group tutorials. This academic course tutorials will be online, via Teams. |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|---------------------------------|---|--|---------------|
| Mixed objective/subjective test | A6 A9 A20 B2 B6 B7 B8 B9 B10 | Avaliaranse os contidos das respostas, a adecuación das mesmas ás preguntas realizadas, a capacidade de argumentación, o emprego da terminoloxía, a expresión escrita, a capacidade de razoamento (argumentar, relacionar, etc.), a creatividade e o espírito crítico. Non se corruxirán aquelas respostas que conteñan faltas de ortografía ou non contesten ó tema exposto. | 50 |
| ICT practicals | A4 A6 A9 A12 A13 A14 A15 A16 A19 A20 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 C1 C2 C3 C7 C8 | Realizaranse actividades que utilizarán as TICs, sendo imprescindible a asistencia a clase. | 20 |
| Case study | A4 A9 A12 B2 | Actividad práctica que se incluirá en el PORTAFOLIOS. | 15 |
| Workbook | A6 B4 B5 | Resumen de lecturas proporcionadas por la profesora siguiendo las pautas de la ficha proporcionada. | 15 |

Assessment comments

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Sources of information

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| <p>Basic</p> | <p>Abadal Falgueras, Ernest; Anglada Ferrer, Lluís, ¿Ciencia abierta: cómo han evolucionado la denominación y el concepto?, Anales de documentación: Revista de biblioteconomía y documentación, 23-1 (2020). Alonso Arévalo, Julio; Lopes, Carlos, ¿El conocimiento es de todos y para todos: ¿Qué es y qué implica la Ciencia Abierta??. Desiderata, 12 (2019), pp. 72-82. Anglada i de Ferrer, Lluís M.; Abadal, Ernest, ¿¿Qué es la ciencia abierta??. Anuario ThinkEPI, 12-1 (2018), pp. 292-298. Benito Amat, Carlos. Recuperación en Internet: cuatro modelos complementarios y una agenda para su integración. En: Boletín de la RedIRIS nº 48, 1999, pp.36-51. Caldera Serrano, Jorge, ¿Repositorios públicos frente a la mercantilización de la Ciencia: apostando por la ciencia abierta y la evaluación cualitativa?, MÉI: Métodos de Información, 9-17 (2018), pp. 74-101. Dávila Muro, Jorge, ¿La nueva identidad digital europea?, Revista SIC: ciberseguridad, seguridad de la información y privacidad, 26-126 (2017), pp. 132-136. Domingo, Víctor, ¿¿Por qué es importante salvaguardar nuestra identidad digital??. Escritura pública, 104 (2017), p. 27. Eito Brun, Ricardo. "Una nueva forma de recuperar información: los robots personales". En: Information World en Español, nº 46, julio-agosto 1996, pp. 15-19. Fernández Bayo, I. et al., La Comunidad Científica ante las Redes Sociales. Guía de actuación para Divulgar Ciencia a través de ellas, Madrid, Universidad Complutense de Madrid, 2019. Fernández Burgueño, Pablo, ¿Aspectos jurídicos de la identidad digital y la reputación online?, adComunica: revista científica de estrategias, tendencias e innovación en comunicación, 3 (2012), pp. 125-142. Hernández Pérez, Antonio. "La búsqueda y recuperación de información en Internet." En: La sociedad de la información: política, tecnología e industria de los contenidos. Madrid : Centro de Estudios Ramón Areces, 1999. (lo mismo está en http://rayuela.uc3m.es/~tony/tecnol/titema18.htm) Hernández-Pérez, Tony, ¿Repositorios institucionales y redes sociales académicas: el acceso abierto a las publicaciones científicas como objetivo y como negocio?, PH: Boletín del Instituto Andaluz del Patrimonio Histórico, 28-100 (2020), pp. 117-119. León Cobos, Juan Jesús; López Navarro, Roberto, ¿La gestión de la identidad digital y de los accesos: retos de presente y de futuro?, Revista SIC: ciberseguridad, seguridad de la información y privacidad, 110 (2014), pp. 60-65. Maldonado Martínez, Angeles ; Fernández Sánchez, Elena. "Evaluación de los principales ¿buscadores? desde un punto de vista documental: recogida, análisis y recuperación de recursos de información". En: VI Jornadas Españolas de Documentación. Valencia : FESABID, 1998, pp. 529-551. Ruiz Bejarano, Aurora María, ¿Fuentes digitales y fuentes impresas. Prácticas letradas y plagio en el marco universitario?, Revista chilena de literatura, 94 (2016), pp. 215-230. Schiavi, Pablo, ¿Reputación on line ¿la identidad digital es tan importante como la real??. Informática y Derecho: Revista Iberoamericana de Derecho Informático, 6 (2019), pp. 153-164. Shefner-Rogers, Corinne L., ¿Identidad digital, vidas privadas?, Tabula: revista de archivos de Castilla y León, 17 (2014), pp. 31-44. Ubieta Artur, Antonio Paulo. "Redes de comunicaciones: la red Internet". En: Manual de información y documentación. Madrid : Ediciones Pirámide, 1996, pp.447-476. Vendito, Gus. "Search Engine Showdown." En: Internet World. nº5, mayo 1996, pp. 79-86. Zacca González, Grisel, ¿Los repositorios en función de la ciencia abierta?, Revista Cubana de Información en Ciencias de la Salud, 30-4 (2019), pp. 1-3.</p> |
| <p>Complementary</p> | <p>As docentes poderán proporcionar nas clases bibliografía específica para cada un dos temas e actividades a desenvolver, co fin de adecuar e actualizar de maneira continua os contidos da materia.</p> |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.