



Teaching Guide

Teaching Guide				
Identifying Data				2022/23
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	
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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

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

Contents	
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
Topic 2. Quality assessment in digital resources	Good practices guide Goog practices for micronavegation Good practices for macronavegation
Tema 3. Comunicación e intercambio de información	3.1 Ciencia aberta: unha vía de acceso a información de calidade 3.2 Redes e comunidades científicas
Tema 4. Reputación científica e identidade dixital	4.1 Qué son a identidade e a pegada dixital? 4.2 Dereitos e riscos asociados a identidade dixital e a reputación científica 4.3 Construcción da identidade dixital e visibilidade en ámbito científico

Planning				
Methodologies / tests	Competencies	Ordinary class hours	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	5	16	21
Supervised projects	A4 A6 B7 B8 B9 C1 C2 C7 C8	5	15	20
Mixed objective/subjective test	A6 A9 A20 B2 B6 B7 B8 B9 B10	2	15	17
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
ICT practicals	Information search. Pupils should hand a PORTAFOLIO to the teacher. This is a file properly organized with its sections. It shoyuld contain summaries of the readings as well as the practical exercises of the course.
Supervised projects	Piece of work in which the pupil should apply the concepts and techniques learnt in this subject. Tutorials are advised. The guidelines provided by the teacher must be followed.



Mixed objective/subjective test	Combination of s diversity of questions to be answered by the pupil, so as to assess knowledge acquired by the pupil.
Guest lecture / keynote speech	Oral exposition offered by the teacher. It will be complemented with the use of audiovisuals and some questions for studentes 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 Supervised projects	Personalized attention for students with individual or group tutorials. This academic course tutorials will be online, via Teams.

Assessment			
Methodologies	Competencies	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.	40
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.	30
Supervised projects	A4 A6 B7 B8 B9 C1 C2 C7 C8	Valorarase a adecuación do traballo presentado ao tema proposto, o contido, con especial interese nas achegas dos alumnos respecto ás fontes e á bibliografía utilizada, a coherencia da súa estrutura, a redacción e a presentación. Valoración, polo tanto, de contidos, achegas innovadoras, sentido crítico e argumentación. Entregarase na data indicada polos profesores. Non se avaliarán os traballos presentados fóra de prazo, con faltas de ortografía ou aqueles que incumpran as indicacións prescritas para a súa elaboración.	30

Assessment comments

Sources of information



Basic	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?, MÍ: 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.
Complementary	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.

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.