VNIVERSITAT ID VALÈNCIA

COURSE DATA

Data Subject

Code	33829
Name	Alphabetic Listing of Information
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1007 - Degree in Information and Documentation	Faculty of Geography and History	4	Second term

Subject-matter

Degree	Subject-matter	Character
1007 - Degree in Information and Documentation	1 - Optional subjects	Optional

Coordination

Name	Department
ALONSO ARROYO, ADOLFO	225 - History of Science and Documentation

SUMMARY

In this course will be an introduction to the concept, main models and guidelines relating to information literacy in different fields of application: school, public and university libraries, information services and organizations.

Special attention to continuous learning, as well as various e-learning tools relating to the acquisition of computer and information skills

Students develop materials that, on the basis of the innovation of the teaching resources allow the acquisition of skills to the users of libraries and documentation centers.

We will try to reach a level of understanding and assimilation of the theoretical and practical content that will be reflected in operational activities

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

The theoretical and practical classes, tracking involves the use and application of a large dose of abstract thinking, and the constant use of sources and documentary resources in electronic format, involving the formation of a critical and elaborated knowledge acquisition.

Nature and type of the information sources. Access and consultation of electronic information sources. Analysis and evaluation of sources. Production, standardization and dissemination of sources.

OUTCOMES

1007 - Degree in Information and Documentation

- Optional subjects deal in greater depth with the competences already covered in compulsory subjects.

LEARNING OUTCOMES

- Knowledge of the conceptual underpinnings of information literacy and its application in the library context.
- Master skills in information and strategies and information skills training.
- Plan and evaluate ALFIN services in the context of libraries.
- Knowledge of the main educational and technological tools for the programming of activities ALFIN.
- Consider the main lines of action for digital inclusion in libraries

DESCRIPTION OF CONTENTS

1. User training

Evolution and concept. Goals. Levels. Benefits and development of a service.

2. ALFIN support tools

Context of the use of ALFIN tools
Virtual E-learning tools. Video, audio, text. Tools 2.0

3. Information Literacy (ALFIN). Definition and declarations

What is information literacy?
Terminology and variants
Statements on information literacy
What are the skills? Principles and standards

4. Information Literacy. Models and standards

Learning for literacy in information models
Conceptual models for information literacy: standards and indicators

5. Information skills

Computer and information skills
Strategies for training in information skills

6. Planning an Information Literacy project

Principled. Nature of the project. Audience. Goals. Methodology. Human, material and financial resources. Temporalization.

7. Information Literacy in information units

University libraries
Public libraries
School libraries

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Computer classroom practice	15,00	100
Attendance at events and external activities	4,00	0
Development of group work	16,00	0
Development of individual work	10,00	0
Study and independent work	20,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	8,00	0
Resolution of online questionnaires	2,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

The development of the course is structured around three types of activities, as well as the activities of study-preparation of classes and the final exam: theoretical classes, practical classes in the classroom and practical computer science classes.

Theoretical classes. Students should acquire basic knowledge included in the agenda through its self-study and attendance at lectures. In those classes, the teacher will provide an overview of the topic will have an impact on those key concepts for the understanding of the same and will respond to any questions or issues. For individual study and the preparation of the theme with depth, will provide students a basic and complementary bibliography addresses on the internet and material support, as well as instructions and advice for the management of the sources of information.

Practical lessons in the classroom. Activities that will serve to complement the knowledge acquired in the theoretical classes, through **exercises** that will complete a set of activities to be carried out **individually** or **in a group** to be presented throughout the course

EVALUATION

Student learning assessment shall take into account all aspects set out in the section on methodology of this guide and will be handled through hands-on activities and a final exam:

- Proof written: the continuous evaluation will be carried out by means of some evaluative questionnaires of the theoretical contents. If the questionnaires are not completed (for justified reasons), the evaluation will consist of taking a final written exam. In both cases, the evaluation will suppose 50% of the calification . It will be necessary to obtain a minimum puntuation of 5 to pass the course.
- Activities and practices: be presented throughout of the course and will provide 50 per cent of the total assessment. It will be necessary to obtain a minimum score of 5 in total practice note to pass the course.

It will be valued positively active participation in the activities and forums of the virtual classroom.

In summary, the composition of the final mark is as follows

Proof written	50%
Activities and practices	50%
TOTAL	100%

The notes work and approved tests of those students who have not passed the whole of the subject in the first call, may be kept until the next, but always within the same academic year.

To overcome the subject is necessary to obtain a minimum score of 5 points out of 10, both in the proof written and the practical exercises. Offset both notes.

The presentation of exercises, issues, activities, and other exercises subject to assessment have not been made directly by the student or that come from the direct copy of other similar works will be considered sufficient grounds for the suspense in the subject, aside from the other possible actions discipline that they be carried out. The presentation of tasks will be exclusively through the platform of the virtual classroom of the subject, not accepting other means of presentation, always within the time limits indicated. Late term of work submission implies the impossibility of overcoming the subject in that call.

This assessment is based on the premise that teaching at the University of Valencia is, by definition, classroom-based teaching. In this sense, students should be aware that attendance at both theory and practical sessions is essential for the proper understanding of the contents. Students must also bear in mind the possibility of part-time enrollments when they are unable to attend all the subjects that make up a complete academic year (60 credits). However, in duly justified circumstances, students may request to be assessed without attending none or some of the lessons.

In such cases, the following procedure must be followed:

- At the start of the year, students must inform the course head lecturer(s) of the reason why they are unable to attend class by providing written proof.
- Based on this information, the head lecturer will decide on the possibility of exempting these students from attending all or part of the classes.

To be assessed, students who are in this situation must submit all the assignments required by the lecturer (not necessarily identical to those required during the course). Also, they may be asked to defend their assignments orally in front of the lecturer, and they will have to pass a theory test. Assignments will be worth 50% of the final mark and the test will be worth the remaining 50%.

REFERENCES

Basic

- Area Moreira, M., Gros Salvat, B., & Marzal García-Quismondo, M. Á. (2008). Alfabetizaciones y tecnologías de la información y la comunicación. Madrid: Síntesis.

- Calderón-Rehecho, A. (2010). Informe APEI sobre alfabetización informacional Asociación Profesional de Especialistas en Información (APEI). Disponible en http://eprints.rclis.org/handle/10760/14972#.UAW5XfXGCpA

- Cuevas Cerveró, A. (2007). Lectura, alfabetización en información y biblioteca escolar. Gijón: Trea.

- Cuevas Cerveró, A., & Simeao, E. (2011). Alfabetización informacional e inclusión digital: Hacia un modelo de infoinclusión social. Gijón: Trea.

- Martí Lahera, Y. (2007). Alfabetización informacional: Análisis y gestión. Buenos Aires: Alfagrama.

- Molina, M. P. (2019). Evaluación de la alfabetización informacional en la educación superior: modelos, métodos, instrumentos. Buenos Aires: Alfagrama.
- Ordás García, A., & Campal, F. (2021). Competencias mediáticas e informacionales: juego y aprendo. Competencias mediáticas e informacionales. Barcelona : Editorial UOC.
- Pinto Molina, M., Sales Salvador, D., Martínez Osorio, P., & Anglada i Ferrer, L. (2008). Biblioteca universitaria, CRAI y alfabetización informacional. Gijón: Trea.

Additional

- Sera proporcionada para cada uno de los temas.