VNIVERSITAT ΦDVALÈNCIA

COURSE DATA

Data Subject	
Code	33850
Name	Information Behaviour Studies and Information Needs
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
1007 - Degree in Information and Documentation	Faculty of Geography and History	3	First term

Subject-matter		
Degree	**Subject-matter**	**Character**
1007 - Degree in Information and Documentation	8 - Research foundations and methodologies	Obligatory

Coordination	
Name	**Department**
GONZALEZ TERUEL, AURORA M.	225 - History of Science and Documentation

SUMMARY

In this course the theoretical and methodological foundations for planning information units are studied, in particular the following: evolution of needs and uses research, basics concepts and methodological models for the study of information behavior, the demand and use of information systems research and information behavior in different contexts.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

1007 - Degree in Information and Documentation

- Capacity to write analytical reports and summaries with regard to management and organisation of information.

- Demonstrate organisational and planning skills.

- Have oral and written communication skills in one's own language.

- Have skills for information management.

- Have problem-solving skills.

- Have decision-making capacity.

- Be able to work in a team and to integrate into multidisciplinary teams.

- Acknowledge diversity and multiculturalism.

- Be able to learn independently.

- Be able to analyse and interpret the information needs of actual and potential users, and to provide and organise the resources needed to ensure their satisfaction both with the information received and with their interaction with the information professional.

- Be able to identify the strengths and weaknesses of an information service, system or product by establishing and using evaluation indicators and developing solutions to improve their quality.

- Be able to search and retrieve information by methods that meet the expectations and needs of users in optimal conditions of cost and time.

LEARNING OUTCOMES

1. Know the historical evolution of the needs and uses studies.
2. Distinguish the basic concepts involved in the study of information behavior.
3. Study the different perspectives on the information users research.
4. Know and use the main research methods to know the information users.
5. Analyze the utility that this type of research to improve and design information systems and services.

DESCRIPTION OF CONTENTS

1. General framework for the study of the needs and uses

User studies in the context of the Information and Documentation degree.

2. Background and historical development

- The first studies: scientific user.
- The 60s: Influence of Social and Behavioral Sciences.
- The 70s: the CRUS and the INISS study.
- The 80s: conceptual framework and methodological principles
- The 90s: development of theoretical basis for the study of information behavior.

3. Basic concepts

- Objective / subjective information.
- The user.
- The informantion need and want.
- Demand and use.
- The information context.

4. Theoretical basis for the study of information behavior

- The system and user paradigm
- Theoretical models for the study of information behavior.

5. Methodological foundations for the information behavior research

- Quantitative and qualitative approach in studies on information behavior.

6. The information behavior in different contexts

Information behavior in the context of organizations, research, professionals, in everyday life.

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WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Computer classroom practice	15,00	100
Attendance at events and external activities	6,00	0
Development of group work	10,00	0
Development of individual work	9,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	10,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

The teaching-learning of this course combines lectures, exercises in the classroom and practical work in the computer lab consisting of solving problems and case studies. This is complemented by the following activities: reading and analysis of professional articles, oral presentation of results and participation in forums where issues related to the theoretical contents will be discussed. The participation and initiative of the student will be assessed.

Students may participate in tutorships, either in person either via email or through the virtual classroom.

EVALUATION

1. Written tests: the individual final exam will be a percentage of 50% of the final grade for the course.
2. Oral presentation and practical work will involve 50% of the final grade.

You need to deliver practical work before the final exam.

Written tests   50%

Oral presentations   20%

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Practical work   30%

TOTAL   100%

To pass the course will be prerequisite to obtain 5 points in the written test.

This assessment starts from the premise that teaching at the University of Valencia is, by definition, on-campus lecture delivery method. In this sense, the student should be aware that attendance at both the theoretical and practical lectures is essential for proper monitoring of the contents of the course. The student must also consider the possibility to enroll part time when it is unable to attend all courses (60 credits). However, there is an exception for those students that justify it and request it. They have the possibility of being assessed without attending to all or part of the lectures. For these cases, students should proceed as follows:

- At the beginning of the course, student should inform to lecturer responsible for the course, the incidence that makes her/him unable to attend the class. This must be adequately justified in documentary form.
- The lectures in charge, in the light of this information, will decide the possibility of evaluation without full or partial assistance to the lectures.

Students who are in this situation must submit for evaluation all work required by the lecturer (not necessarily the same to those required for the course) and may also be called to defend them orally to the lecturer, and conduct a knowledge test. The weight of the final grade work will be 50% and the test the remaining 50% knowledge.

The delivery of practices or other exercises submitted to evaluation that haven't been made by the student or that come from a source and have not been properly cited will lead to failing the course.

REFERENCES

Basic

- GONZÁLEZ TERUEL, A. Los estudios de necesidades y usos de la información: fundamentos y perspectivas actuales. Gijón: Trea, 2005.

- SANZ, E. Manual de Estudio de Usuarios. Madrid: Fundación Germán Sánchez Ruipérez, 1994.

- CASE, D. O. Looking for information: a survey of research on information seeking, needs, and behavior. 2nd ed. Amsterdam: Elsevier/Academic Press, 2007.

- GONZÁLEZ TERUEL, A; BARRIOS CERREJÓN, M. Métodos y técnicas para la investigación del comportamiento informacional. Fundamentos y nuevos desarrollos. Gijón: Trea, 2012.

- VILLASEÑOR-RODRIGUEZ, I. 2017. Estudios de usuarios de información. Diseño metodológico e informe final. Barcelona: UOC

Additional

- ABAD GARCÍA, M. F. Investigación evaluativa en Documentación: su aplicación en Documentación Médica. Valencia: Universitat de València, 1997.
- BAWDEN, D. User oriented evaluation. Aldershot: Gower, 1990.
- BRITTAIN, J. M. Pitfalls of user research, and some neglected areas. Social Science Information Studies. 1982, vol. 2, pp. 139-148.
- CASE, D.O. Looking for information: a survey of research on information seeking, needs and behavior. San Diego: Academic Press, 2002.
- DERVIN, B.; NILAN, M. Information needs and uses. Annual Review of Information Science and Technology. 1986, vol. 21, pp. 3-33.
- FERNÁNDEZ MOLINA, J.C. Enfoque objetivo y subjetivo del concepto información. Revista Española de Documentación Científica. 1994, vol. 17, nº3, pp. 320-331.
- FERREIRA, S. M. Estudo de necessidades de informação: dos paradigmas tradicionais à abordagem sense-making. Documentos ABEBD, nº2. Disponible en: <http://www.abecin.org.br/Textos/DocumentosABEBD2.pdf > Consulta: [29-11-2003].
- FISHER, K E.; ERDELEZ, S.; MCKECHNIE, E. F. (Eds.). Theories of information behavior. Medford, NJ: Information Today, 2005.
- LINE, M. B. Draft definitions: information needs, wants, demands and use. Aslib Proceedings. 1974, vol. 26, nº 2, p. 87.
- WILSON, T. D. On user studies and information needs. Journal of Documentation. 1981, vol. 37, nº1, pp. 3-15.
- SIATRI, R. The evolution of user studies. Libri. International Journal of Libraries and Information Services. 1999, vol. 49, pp. 132-141.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

PRESENTIAL / SEMI-PRESENTIAL TEACHING

1. Contents

The contents initially included in the teaching guide are maintained

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2. Workload and time schedule

The activities and their hours of dedication in ECTS credits marked in the original Course Guide will be kept. If the classrooms capacity according to the sanitary norms allows it, the theoretical and practical class attendance will be 100% (if the capacity couldn't be guaranteed, the class attendance would be reduced). Teaching planning will be specified at the beginning of the term.

If the sanitary situation changes and no access to the University facilities is possible, all teaching activities will be carried out completely online. In this case, the adaptations will be communicated to the students through the Virtual classroom.

3. Teaching Methodology

Theory and practice classes that may be complemented with different types of materials and activities in the Virtual classroom.

Tutorials will be done online (through the UV corporate mail) or face-to-face by prior appointment with the teacher.

If the sanitary situation changes and no access to the University facilities is possible, teaching and tutorials will be carried out completely online. In this case, the adaptations will be communicated to the students through the Virtual classroom.

4. Evaluation

The evaluation criteria established in the Course Guide are kept.

If the University facilities were closed on the dates set in the official calendar for the final exam, the face-to-face exam will be replaced by an online test.

This test will consist of a questionnaire with 25 questions with different answer options.

5. Bibliographic references

The recommended bibliography in the Course Guide is kept. If the sanitary situation changes and the access to the recommended bibliography is not possible, it will be replaced by materials accessible online.