

**COURSE DATA****Data Subject**

<b>Code</b>	33850
<b>Name</b>	Information Behaviour Studies and Information Needs
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1007 - Degree in Information and Documentation	Faculty of Geography and History	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1007 - Degree in Information and Documentation	8 - Research foundations and methodologies	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
GONZALEZ TERUEL, AURORA M.	225 - History of Science and Documentation

**SUMMARY**

This is a core course in which the conceptual, theoretical, and methodological foundations for the observation of the user of information and information systems and units are studied. These fundamentals will enable students to design the research that will provide the most appropriate results for making decisions in the planning and evaluation of these information systems and units. Students will also be able to critically read studies carried out by other researchers to apply the results in different contexts.

**PREVIOUS KNOWLEDGE**



### Relationship to other subjects of the same degree

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. To know the historical evolution of studies focused on information users.
2. To study the basic concepts involved in the study of information behaviour.
3. To study the theoretical perspectives for the study of information users.
4. To study the methodological foundations for designing studies focused on information users.
5. To analyse the usefulness of this type of research for improving and designing information systems and units.



## DESCRIPTION OF CONTENTS

### 1. General framework for the study of the information behaviour

The study of information behaviour in the context of Library and Information Science. Relationship with other areas (Information Literacy and Human-Computer Interaction). Usefulness of user-centred studies for the planning and evaluation of information systems and units.

### 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.
- Current trends in information behaviour research.

### 3. Basic concepts

- Concept of information, objective/subjective perspective. The information user. The user in the context of social media. Need and want for information. Demand and use. Context and situation. Factors conditioning information behaviour.
- Information behaviour and collaborative information behaviour. Information search and use. Social search. Other concepts: information overload, selective exposure, serendipity,...

### 4. Theoretical basis for the study of information behaviour

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

### 5. Methodological foundations for the information behaviour research

Design of user-centered studies. Quantitative and qualitative approach in information behaviour studies.

### 6. The information behavior in different contexts

Research on information behaviour in the context of work and everyday life.

**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
<b>TOTAL</b>	<b>150,00</b>	

**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**

The evaluation of the subject will be based on the following topics:

1. Written test: the final individual exam will account for 50% of the mark. The minimum mark the student must achieve to pass the course will be 5 out of 10.
2. Practical work: class presentations and practical work will account for 50% of the final mark. It will be an essential condition to be able to sit the final exam, the delivery of the practical work that are not recoverable in second call.



The evaluation in the first and second calls will follow the same procedure.

Written tests	50%
Oral presentations	20%
Practical work	30%
<b>TOTAL</b>	<b>100%</b>

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 written 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.
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- 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.
- BRITAIN, 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.