



COURSE DATA

Data Subject

Code	33852
Name	Techniques for Documentary Investigation
Cycle	Grade
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
1007 - Degree in Information and Documentation	Faculty of Geography and History	3	Second term

Subject-matter

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

Coordination

Name	Department
BOLAÑOS PIZARRO, MAXIMA	225 - History of Science and Documentation
LACUEVA SERRANO, JUAN FRANCISCO	225 - History of Science and Documentation

SUMMARY

This course aims to train students in the fundamentals of science and the scientific method, the research process and the main methodologies for collecting and analyzing data. All in order to serve as a basis for undertaking rigorous studies required both for successful management of information units and for assist in the scientific research process, seeking funding, bibliographic support and disseminate the research output.

PREVIOUS KNOWLEDGE



Relationship to other subjects of the same degree

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

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

- Understand the scientific basis of research and practice in Library and Information Science.
- Study the foundations of scientific knowledge.
- Learn the methodological basis of Library and Information Science research.
- Critically analyze published research in Library and Information Science.
- Develop skills for the dissemination of research outputs.



DESCRIPTION OF CONTENTS

1. OVERVIEW OF RESEARCH IN LIBRARY AND INFORMATION SCIENCE

1. General trends of research in Library and Information Science
2. Organizations supporting research and funding sources
3. Dissemination of research results.

2. FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE

4. The scientific method and the research process. Major research paradigms.
5. Sampling techniques.
6. Quality criteria of research.
7. Ethical aspects of research

3. PROBLEM-FOCUSED RESEARCH METHODOLOGY

8. Critical Incident Technique, Observation and Discussion Groups
9. Other methodologies

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Computer classroom practice	15,00	100
Attendance at events and external activities	7,00	0
Development of group work	15,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	18,00	0
Preparing lectures	2,00	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

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%
TOTAL	100%

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.

Students who do not attend Theoretical activities and / or practices, and individual and collective practical work, will read a series of supplementary texts.

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

- Gorman, G. E., Clayton, P., Shep, S. J., & Clayton, A. (2005). *Qualitative research for the information professional: a practical handbook* (2nd ed., p. xxi, 282 p.). London: Library Association Publishing.
- González Teruel, A; Barrios Cerrejón, M. (2012). *Métodos y técnicas para la investigación del comportamiento informacional. Fundamentos y nuevos desarrollos*. Gijón: Trea.
- Pickard, A. J. (2007). *Research methods in information*. London: Facet.
- Powell, R. R. (1997). *Basic research methods for librarians*. Greenwich, CT: Ablex.
- Wildemuth, B. M. (2009). *Applications of Social Research Methods to Questions in Information and Library Science*. Westport, CT: Libraries Unlimited.

Additional

- Afzal, W. (2006). An argument for the increased use of qualitative research in LIS. *Emporia State Research Studies*, 43(1), 22-25.
- Chase, L., & Alvarez, J. (2000). Internet Research: The Role of the Focus Group. *Library & Information Science Research*, 22(4), 357-369.
- Denscombe, M. (2007). *The good research guide for small-scale social research projects* (3rd ed.). Maidenhead: McGraw-Hill.
- Dey, I. (1993). *Qualitative data analysis. A user-Friendly guide for social scientists* (p. 309). London: Routledge.



- Fidel, R. (1993). Qualitative methods in information retrieval research. *Library & Information Science Research*, 15, 219-247.
- Fidel, R. (2008). Are we there yet?: Mixed methods research in library and information science. *Library & Information Science Research*, 30, 265-272. doi: 10.1016/j.lisr.2008.04.001.
- Flanagan, J. C. (1954). The critical incident technique. *Psychology*, 51(4).
- Gray, D. E. (2004). *Doing research in the real world*. World (p. 441). London: Sage.
- Hider, P., & Pymm, B. (2008). Library & Information Science Research Empirical research methods reported in high-pro le LIS journal literature. *Library & Information Science Research*, 30, 108-114.
- Jansen, B. J., Spink, A., & Taksa, I. (2009). *Handbook of Research on Web Log Analysis*. Hershey, PA: Information Science Reference.
- Landeta, J. (1999). *Fundamentos del método Delphi*. Madrid: Ariel.
- McKechnie, L. E. F., Baker, L. M., Greenwood, M., & Julien, H. (2002). Research method trends in human information literature. *New Review of Information Behaviour Research*, 3, 113-125.
- Nicholas, D., Williams, P., Rowlands, I., & Jamali, H. R. (2010). Researchers e-journal use and information seeking behaviour. *Journal of Information Science*, 36(4), 494-516
- Powell, R. R. (1999). Recent trends in research: A methodological essay. *Library & Information Science Research*, 21, 911-19.
- Sue, V. M., & Ritter, L. A. (2007). *Conducting online surveys*. Thousand Oaks CA: Sage.
- Wang, P. (1999). Methodologies and methods for user behavioral reserach. *Annual Review of Information Science and Technology*, 34, 53-.
- Westbrook, L. (1994). Qualitative research methods: a review of major stages, data analysis techniques, and quality controls. *Library & Information Science Research*, 16(3), 241-254.
- Wilson, T. D., & Streatfield, D. R. (1981). Structured observation in the investigation of information needs. *Social Science Information Studies*, 1, 173-184.
- Hernández Sampieri, R., et al. (2010). *Metodología de la investigación*. Madrid: McGraw Hill Interamericana.