

Degree programme	Type	Course
School Library and Reading Promotion	OP	1

Contact lecturer

Name : María Pilar Cid Leal

Email : pilar.cid@uab.cat

Prerequisites

None.

Group languages

You can consult this information at the [end](#) of the document.

Objectives

The main objective of this course is to provide the theoretical and practical foundations necessary to make the student able to:

- Know the information and documentation resources necessary for their professional practice.
- Use information and documentation resources effectively and assess their quality and reliability.
- Get familiarized with the terminology of information retrieval.
- Understand the relationship between document processing techniques and the logic of information retrieval tools.

Learning outcomes

- CA12 (Develop proposals for improving or optimising the performance of the most widely used automated library management applications in the field, applying the processes of the document chain and international standards.) Develop proposals for improving or optimising the performance of the most widely used automated library management applications in the field, applying the processes of the document chain and international standards.
- CA13 (To put training and professionalism into practice by taking advantage of interpersonal cooperation and making appropriate, ethical, and rigorous use of ICT in the documentary management of the school or public library.) To put training and professionalism into practice by taking advantage of interpersonal cooperation and making appropriate, ethical, and rigorous use of ICT in the documentary management of the school or public library.
- KA14 (Recognise the role and purpose of document analysis and management tasks in the library profession.) Recognise the role and purpose of document analysis and management tasks in the library profession.
- SA17 (Implement processes of information processing and organisation of the library's print and electronic resources within the framework of the Sustainable Development Goals while considering the

general principles of the AACR.) Implement processes of information processing and organisation of the library's print and electronic resources within the framework of the Sustainable Development Goals while considering the general principles of the AACR.

- SA18 (Apply ICT to processes involving the formal analysis of documents and representation of their content based on the characteristics of the List of Subject Headings in Catalan and the Universal Decimal Classification (UDC).) Apply ICT to processes involving the formal analysis of documents and representation of their content based on the characteristics of the List of Subject Headings in Catalan and the Universal Decimal Classification (UDC).
- SA19 (Manage the collection catalogue using management and retrieval tools such as ePèrgam.) Manage the collection catalogue using management and retrieval tools such as ePèrgam.
- SA20 (Guarantee the ethical principles linked to the access and use of information in the field of document management.) Guarantee the ethical principles linked to the access and use of information in the field of document management.

Contents

1. Information and documentation. Definitions; importance; growth; changes in the means of information transmission; media and information competence: training critical users; the librarian's role.
2. Information sources; access and use (intellectual property, rights and licences; open access).
3. Evaluation of information sources. Quality criteria and indicators; evaluation tools.
4. Disinformation. The context of the Internet; types of disinformation; process of creation, production and dissemination; what to do about disinformation?
5. Internet and data. Social production and use of data; the ecological footprint of data; strategies to reverse it from schools; how to protect personal data.
6. Information retrieval systems and forms of access. Development of search strategies.
7. Internet search. General and specialised search engines; the algorithms.
8. Bibliographic information sources. Bibliographic catalogues, documentary databases, digital repositories.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Study and complementary autonomous work	79	3.16	
Evaluation exercises	35	1.4	
Classes	36	1.44	

The methodology combines:

- Theoretical contents with the practical application of the knowledge acquired, both in class and through supervised activities.
- Reading and studying the basic materials of the subject and the commented exercises solutions (all this is available in the university intranet).
- Reading and studying complementary literature.

a. Practical exercises will be carried out in each session; some of them may be completed in the following days, before the next face-to-face class. These exercises will be handed in on the virtual campus and provide 30% of the final mark of the course.

b. The follow-up of the module includes:

-Brief and individual tests, before or during the face-to-face class, on the theoretical and practical contents of the subject (15%).

-Contributions to class discussions and the online forum (15%).

c. The course includes a coursework assignment, consisting of the choice and justified and reasoned evaluation of information sources, based on a topic of interest that is framed in the context of the school library or similar (40%).

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Classroom test and contributions to discussion forums	30%	0	0	CA12, CA13, KA14, SA17, SA18, SA19, SA20
Coursework	40%	0	0	CA12, CA13, KA14, SA17, SA18, SA19, SA20
Classroom practices.	30%	0	0	CA12, CA13, KA14, SA17, SA18, SA19, SA20

CONTINUOUS ASSESSMENT

Students must provide evidence of their progress by completing various tasks and tests; all of which are mandatory. These activities are detailed in the table at the end of this section of the Study Guide.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

Classification as \"not assessable\"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as \"not assessable\" on their transcript.

Synthesis test

The course does not allow for a synthesis test. Students who repeat the course must take the entire course.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

SINGLE ASSESSMENT

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day, after the end of the course. The announcement of the day/place/time of the single evaluation will be made through the virtual campus.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

The final grade for the subject will be calculated according to the following percentages (both students who have never taken the course and for repeaters):

- Theoretical exam (30%).
- Practical exam of search and evaluation of information sources (35%).
- Personal evaluation interview (20%)
- Written submission on the analysis of an article related to the course syllabus (15%).

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

USE OF AI TOOLS

In this subject the use of Artificial Intelligence (AI) is allowed exclusively in support tasks, such as text correction. In all cases, students must clearly identify which parts of an activity have been generated by this technology, specify the tools used, as well as the instructions and texts provided to these tools to obtain the answers. A critical reflection on how the AI tools have influenced the process and outcome of the activity should also be included. In case of doubt, teachers can ask for a verification of authorship, through additional explanation or tutoring. Non-transparency in the use of AI in the assessable activities will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, even higher penalties in serious cases.

Bibliography

Recommended bibliography (specific bibliography will be provided for each subject)

Alfabetización mediàtica e informacional (2025). Unesco. <https://www.unesco.org/es/media-information-literacy>

Cassany, Daniel (2021). "Lectura crítica en tiempos de desinformación". *Revista electrónica leer, escribir y descubrir*, v. 1, n. 9 (novembre), artículo 3. <https://digitalcommons.fiu.edu/led/vol1/iss9/3>

Cid Leal, Pilar; Perpinyà i Morera, Remei (2023). "La calidad de la información: criterios y métodos de evaluación y selección". In: Dora Sales Salvador (ed.). *Documentación aplicada a la traducción y a la interpretación: estrategias, fuentes y recursos documentales*. Gijón: Trea, p. 61-91.

Cordón García, José A.; et al. (2022). *Fuentes de información y métricas de la investigación: la búsqueda documental en el contexto del acceso abierto*. Madrid: Pirámide. 435 p.: il. (Ozolid).

IFLA. (2018). *Directrius IFLA per a la biblioteca escolar*. 2a. ed. revisada. Barcelona: Generalitat de Catalunya, Departament d'Ensenyament: Col·legi de Bibliotecaris-Documentalistes de Catalunya.
https://cobdc.org/wp-content/uploads/directrius_ifla_biblio_escolar_web.pdf

IFLA (2025). *Information Literacy Section*. <https://www.ifla.org/units/information-literacy/>

López-Borrull, Alexandre (2023). "En busca de la verdad perdida: redes sociales y desinformación". *Anuario ThinkEPI*. <https://doi.org/10.3145/thinkepi.2023.e17a44>

López-Borrull, A.; Vives-Gràcia, J.; Badell, J. I. (2018). "Fake news, ¿amenaza u oportunidad para los profesionales de la información y la documentación?". *El Profesional de la Información*, v. 27, n. 6, p. 1346-1356. Doi: 10.3145/epi.2018.nov.17

Pariser, Eli (2021). *El Filtro burbuja: cómo la web decide lo que leemos y lo que pensamos*. Barcelona: Taurus.

Perpinyà Morera, Remei; Cid Leal, Pilar. "L'alfabetització informacional a la Universitat". In: Recoder, M^a José (ed.). *Com formar ciutadans crítics? Alfabetització informacional i mediàtica*. Bellaterra: UAB.
<https://ddd.uab.cat/record/212578>

Sáinz, Milagros; Arroyo, Lidia; Castaño, Cecilia. (2020). *Mujeres y digitalización: de las brechas a los algoritmos*. Madrid: Ministerio de Igualdad. Instituto de la Mujer y para la Igualdad de Oportunidades. 126 p.: il. (Mujeres, tecnología y sociedad digital; 3). DOI: 10.30923/MujDigBreAlg-2020.

Ranconi, R. (2020). *Proceso de búsqueda, recuperación y evaluación de la información: Guía, tutorial*. Acta académica. <https://www.aacademica.org/roberto.ranconi/2>

Scolari, Carlos A. (2022). *La guerra de las plataformas: del papiro al metaverso*. Barcelona: Anagrama.

Zuboff, Shoshana (2020). *La era del capitalismo de vigilancia: la lucha por el futuro humano frente a las nuevas fronteras del poder*. 1^a ed. Barcelona: Paidós. (Paidós estado y sociedad).

Software

Searches in bibliographic catalogues, databases, digital repositories and specialized search engines.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEm) Theory (master)	1	Catalan	second semester	afternoon