COURSE DATA

DATA SUBJECT

Code: 33850
Name: Information Behaviour Studies and Information Needs
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1007 - Degree in Information and Documentation	Facultat de Geografia i Història	3	First quarter

SUBJECT-MATTER

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

COORDINATION

GONZALEZ TERUEL AURORA M

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

COMPETENCES / LEARNING OUTCOMES

-

Acknowledge diversity and multiculturalism.

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 learn independently.

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

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

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

Demonstrate organisational and planning skills.

Have decision-making capacity.

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

Have problem-solving skills.

Have skills for information management.

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 and types of studies

- 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,...
- Types of user-focused studies from the point of view of information unit management

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

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Computer classroom practice	15,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	6,00
Individual or group project	19,00
Independent study and work	20,00
Preparation of lessons	15,00

Preparation for assessment activities	20,00
Resolution of case studies	10,00
Total hours	**90,00**

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%

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

In the context of this course, the use of generative artificial intelligence tools for practical work is allowedas long as these works include an annex stating the tool used and the use that has been made of it(questions asked and answers obtained). Otherwise, it will be considered the same as a work notdirectly carried out by the student or from uncited sources and, therefore, a reason for failing the course.

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 submission of assignments or other exercises subject to evaluation that have not been completed directly by the student, or that originate from copied sources without citing their origin, will be considered sufficient grounds for failing the course.

REFERENCES

- 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.
- 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: /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.

- 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