Universidad Europea VALENCIA

1. BASIC INFORMATION

Course	Documenting Sources
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	First Year
ECTS	6 ECTS
Credit type	Basic
Language(s)	English
Delivery mode	Face-to face
Semester	First Semester
Academic year	2025/2026
Coordinating professor	PhD. Esma Kucukalic Ibrahimovic

2. PRESENTATION

This subject attends the access, cataloging, use and evidence-based power of documentary sources in the framework of International Relations in the XXI century. It aims to help acquire the necessary skills for the rigorous use of sources in scientific research from a theoretical and practical application of international communication in the multistate panorama, with special emphasis on Search engines, Open Access strategy, official sources, diplomacy, academic journals and databases, statistical bases, journalism and mass media searching and their correct citation. An approach is made to the search for diversified sources that allows the elaboration of more comprehensive and complete scientific content and contributes to the dissemination with the scope of impact in public opinion.

The student will be able to:

- Identify, inform, evaluate and assess current events and situations, as well as consistently dealing with dispersed and global sources.
- Manage information: search, select, analyze and integrate information from various sources.
- Criticize the sources, use them reliably, evaluate their usefulness, as well as prioritize the information according to the value of its use.
- Mastering the different figures of international information and preparing rigorous oral and written content from a critical and well-founded perspective.

This subject is focused on the dissemination and implementation of the Sustainable Development Goals (SDGs) of the 2030 Agenda to which the subject contributes by focusing on the content as well as the practices that particularly approaching these four SDGs:

- **SDG 4: QUALITY EDUCATION: to guarantee an inclusive, equitable and quality education and promote lifelong learning opportunities.**
- **SDG 5: GENDER EQUALITY**
- **SDG 12: GUARANTEE SUSTAINABLE CONSUMPTION AND PRODUCTION MODE**
- **SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS, GUARANTEEING ACCESS TO INFORMATION.**

This subject considers the concepts of the experiential learning model developed by the UEV, prioritizing the integrated curriculum with the data driven approach; participation and teaching in professional environments and creating simulated spaces; the transdisciplinary approach and compliance with the SDGs set. When the student accesses the course on the Campus Virtual, it is accessible to a description of the assessment activities to complete, as well as the deadline and assessment procedure for each one.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1. That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- CB2. That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.
- CB3. That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- CB4. That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5. That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CC1. Autonomous Learning: Ability to choose the strategies, tools and moments that you consider most effective to learn and put into practice independently what you have learned.
- CC10. Initiative and entrepreneurial spirit: Ability to resolutely undertake difficult or hazardous actions. Ability to anticipate problems, propose improvements and persevere in their achievement. Preference to assume and carry out activities.
- CC11. Planning and time management: Ability to set goals and choose the means to achieve those goals using time and resources effectively.
- CC18. Use of information and communication technologies (ICT): Ability to effectively use information and communication technologies as a tool for searching, processing and storing information, as well as for developing communication skills.
- CC2. Self-confidence: Ability to assess our own results, performance and abilities with the internal conviction that we are capable of doing things and the challenges that arise.
- CC6. Oral communication/written communication: ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, being oral what is done through words and gestures and, written, through writing and/or graphic supports.
- CC7. Awareness of ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at their full development and that entails a commitment to certain social values.
- CC8. Information management: Ability to search, select, analyze and integrate information from various sources

Specific competencies:

- SC18. Generate, develop and consolidate basic level projects.

Learning outcomes:

- LO1. The student will be able to know and understand the basic aspects of ethics applied to

international activities.
- LO2. Will be able to inform, evaluate and assess current events and situations as well as deal coherently with dispersed and global sources.
- LO3. Will be able to criticize sources and evaluate their usefulness as well as prioritize information according to its value and use.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB3, CC2, CC7, SC18	LO1: The student will be able to know and understand the basic aspects of ethics applied to international activities.
CB2, CB3, CB4, CC1, CC6, CC8, CC18, SC18	LO2: Will be able to inform, evaluate and assess current events and situations as well as deal coherently with dispersed and global sources.
CB3, CB5, CC1, CC6, CC8, CC11, CC18, SC18	LO3: Will be able to criticize sources and evaluate their usefulness as well as prioritize information according to its value and use.

4. CONTENT

Research and use of international information sources for case analysis. Documentation centers, web portals, types of information and advanced data processing.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative learning.
- Problem-based learning.
- Master Classes
- Case method.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Discussions and colloquiums	8
Oral presentations	5
Group tutorials	18
Autonomous work	50

Master class	23
Asynchronous master classes	7
Case analysis	17
Problem solving	10
Reports and writings	10
Face-to-face knowledge tests	2
TOTAL	**150**

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Directed individual work	30%
Oral presentations	20%
Portfolio	20%
Knowledge tests	30%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Individual assignment nº 1	Week 2 - 4
Individual assignment nº 2	Week 6 -9
Group assignment nº 1 (transversal activity)	Week 10 – 11
Group assignment nº2 (qualitative and quantitative research assignment)	Week 12-13
Group assignment nº2 Oral presentation- collective investigation	Week 14
Portfolio (Regarding topic I, III, IV, VI)	During the semester
Knowledge test	The date will be determined and communicated in a timely manner by the official channels established by the Center

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- DOAJ and Open Access sources. UNESCO. INTRODUCTION TO OPEN ACCESS DATA: United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France. 2015.
- Publication Manual of the American Psychological Association: The Official Guide to APA Style. (2019). United States: American Psychological Association.
- CALDUCH, R.- Métodos y técnicas de investigación en Relaciones Internacionales.- Madrid, 2003. Texto en fichero .pdf accesible en Internet: http://www.ucm.es/info/sdrelint/publiweb.htm
- Ackermann, E.; Hartman, K.. The Information's Specialist Guide to Searching and Researching on the Internet and the World Wide Web. 2nd rev. ed. NewYork: Routledge. 2013.
- Corbetta Piergiorggio, Social Research: Theory, Methods and Techniques, SAGE Publications Ltd, 2003, p. 375.404.

The recommended bibliography is:

- Harrison, Lisa, Political Research. An introduction. Routlede, London and New York, 2001.
- De Salazar Serantes, Gonzalo "Las fuentes de investigación en las relaciones internacionales", Revista CIDOB d'Afers Internacionals, núm. 64, p. 193-208.
- Martínez Rodríguez, Luis Javier, Cómo buscar y usar información científica: Guía para estudiantes universitarios, Santander, Universidad de Cantabria, 2016.

10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.