

SYLLABUS

TITLE:	Information and Communication Technologies (ICT) for Post-Truth Research
CODE:	GIV 201
PREREQUISITE:	N/A
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

In this course students will explore the concept of “research problem” and the different types of problems. It highlights the use of orderly, sequential, and logical strategies of identification, collection, and discrimination of data to obtain reliable results. The use of computer resources and the proper management of databases are integrated. At the end, each student elaborates their research question alongside an annotated literature review. This course has an experience linked to the Language Lab.

JUSTIFICATION

The concept of *post-truth*, which reaches vast proportions through broad access to information, posits that there is a tension between facts (observable and verifiable) and personal beliefs (opinions based on emotion). In this context, a professional with a solid background in the liberal arts must distinguish between different sources of information, discriminate the quality of the data and channel their curiosity through questions that generate valid and relevant models or alternatives.

COMPETENCES

The course develops the following competences in students:

- **Exploration and research**
- **Communication**
- **Ethical sense and social justice**

OBJECTIVES

After completion of the course, students will be able to:

1. Express the meaning of the term “research problem” and apply it correctly.

2. Use data and information to understand and solve research problems.
3. Use the appropriate electronic resources for the search for information.
4. Distinguish between reliable information based on facts and that based on personal emotions and beliefs under the political culture of post-truth.
5. Correctly apply exploration and research methodologies as a sequential and logical process.
6. Apply general skills in the use and search of information related to the research problem using appropriate technologies.
7. Take an ethical stance on data collection to respect copyright, intellectual property, and Creative Commons licenses.
8. Select the right electronic resources for research reporting.

CONTENTS

- I. Use of the term “problem” in exploration and research
 - A. Different uses of the term “problem”
 - B. Types of problems: natural and social
 - C. Meaning of the concept “solving a problem” in research
 - D. The creation of knowledge to solve a research problem
- II. General criteria of the exploration or research’s problem, question, or purpose
 - A. Justification of the research problem and its development
 - B. Approach to the problem from the quantitative and qualitative methods
 - C. Questions, variables, and hypotheses
- III. Data, information, and knowledge in exploration and research
 - A. Relationship between data, information, and knowledge
 - B. Databases
 - C. Types of information:
 1. Post-truth, information based on emotions and personal beliefs
 2. False information or fake news
 3. Information as a research product
 - D. Identification and use of reliable databases
- IV. Theoretical framework or “background check” of a problem, question, or purpose
 - A. Identify diverse and reliable sources of information
 - B. Review of existing data, information, and knowledge related to the research problem

- C. Elaboration of a theoretical framework
 - D. Scope of exploration or research: exploratory, descriptive, correlational, and explanatory
 - E. General project-validation process
- V. Tools for exploration and research
 - A. Information and Communication Technologies (ICT)
 - B. Browsers, Web 2.0, and Web 3.0
 - C. Virtual library: databases and information sources
 - D. Programs, apps, and other tools
- VI. Technological apps for literature review and theoretical framework reporting
 - A. Formatting a document according to different academic writing styles with links to:
 - 1. Content
 - 2. Citations and bibliography
 - B. Creating tables
 - C. Image capture and editing
- VII. Ethical sense and exploration or research communication
 - A. Research ethics
 - 1. Plagiarism
 - 2. Data manipulation (post-truth)
 - B. Exploration and research styles and guides
 - C. Important elements for communicating and presenting an investigation or exploration

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Flipped classroom- critical analysis of readings
- Exercises with technological integration
- Collaborative learning
- Team-teaching

EVALUATION

Compositions	25%
Oral presentations	20%
Partial assignments	25%
Final project or exam	<u>30</u>
TOTAL	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

Bernal Pablo, P. (2018). *La Investigación en Ciencias Sociales: Técnicas de recolección de la información*. Universidad Piloto de Colombia.

Bisagra, M. (2014). *Investigación experimental, no experimental y cuasi-experimental*.

[Video]. Instituto Tecnológico Nuevo Laredo.

<https://www.youtube.com/watch?v=7IJmF0eDF18>

Comins Mingol, I. (2018). Horizontes epistemológicos de la investigación para la paz: una perspectiva pazológica y de género (Ch. 2). In García-González, D. E. (Ed.), *Enfoques contemporáneos para el estudio de la paz*. RECRECOM.

<http://repositori.uji.es/xmlui/bitstream/handle/10234/174684/EnfoquesCominsMingol.pdf?sequence=1>

Cornell University Library. (n.d.). *How to Prepare an Annotated Bibliography: The Annotated Bibliography*. <https://guides.library.cornell.edu/annotatedbibliography>

Flichtentrei, D. (2017). Posverdad: la ciencia y sus demonios. *Inmanencia: Revista del Hospital Interzonal General de Agudos (HIGA) Eva Perón*, 6(1), 114-118.

<http://ppct.caicyt.gov.ar/index.php/inmanencia/article/view/12699>

Hernández Escobar, A. A., Ramos Rodríguez, M. P., Placencia López, B. M., Indacochea Ganchozo, B., Quimis Gómez, A. J., & Moreno Ponce, L. A. (2018). *Metodología de la investigación científica*. 3Ciencias.

Hernández-Sampieri, R. & Mendoza Torres, C. P. (2018). *Metodología de la investigación*. Las rutas cuantitativa, cualitativa y mixta. Editorial Mc Graw Hill

Mastromatteo, E. (n.d.) *Fuentes de Información* [Power Point Slideshow].

<http://emastromatteo.files.wordpress.com/2010/02/tema-2-fuentes-de-informacion.ppt>.

Musicco Nombela, D. (2019). Presentación: Rigor y sensibilidad en la era de la posverdad. *Comunicación y Hombre*, (15), 15-19.

<https://comunicacionyhombre.com/article/rigor-sensibilidad-la-la-posverdad/>

Ramo Romero, J. J., Núñez de Murga, J., Núñez de Murga, M., & Pertusa Grau, J.

(2009). Información Bibliográfica (Ch 2). In *Introducción a la investigación*

biológica. Universitat de València. [http://ocw.uv.es/ciencias/2-](http://ocw.uv.es/ciencias/2-1/2_informacion_biblio.pdf)

[1/2_informacion_biblio.pdf](http://ocw.uv.es/ciencias/2-1/2_informacion_biblio.pdf).

Ramos-Galarza, C. A. (2015). Los paradigmas de la investigación científica / Scientific research paradigms. *Avances en Psicología*, 23(1) 9-17.

http://www.researchgate.net/publication/282731622_LOS_PARADIGMAS_DE_LA_INVESTIGACION_CIENTIFICA_Scientific_research_paradigms.

Restrepo Bernal, M. (2014). Editorial. *Revista EIA*, 11(22), 9–11.

<https://revistas.eia.edu.co/index.php/reveia/article/view/667>

Roncallo-Dow, S., Uribe-Jongbloed, E., & Calderón-Reyes, I. (2013). La investigación en comunicación. Los límites y limitantes del conocimiento. *Co-herencia*, 10(18), 161-187. <https://doi.org/10.17230/co-herencia.10.18.6>

Villasís-Keever, M. Á., Márquez-González, H., Zurita-Cruz, J. N., Miranda-Novales, M.

G., & Escamilla-Núñez, A. (2018). El protocolo de investigación VII. Validez y confiabilidad de las mediciones. *Revista Alergia México*, 65(4), 414-421.

<https://doi.org/10.29262/ram.v65i4.560>

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC HONESTY, FRAUD, AND PLAGIARISM

Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a zero in the evaluation and/or repetition of the assignment, an F(*) in the course, suspension, or expulsion as established in the document *Política de Honestidad Académica* (DAEE 205-001) effective in August 2005.

All rights reserved | Sagrado | August 2020 | Translated September 2022