**SYLLABUS**

**regarding the qualification cycle FROM 2024TO 2026**

1. Basic Course/Module Information

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| --- | --- |
| Course/Module title | *Online databases of publications and abstracts* |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | *College of Social Sciences* |
| Name of the unit running the course | *Institute of Education (Pedagogy)* |
| Field of study | *Education, Sociology, Economics, Political Sciences, Law* |
| Qualification level  | *BA, MA, PhD* |
| Profile |  |
| Study mode | *Full-time* |
| Year and semester of studies | *2024/2025 – winter semester* |
| Course type | *Specialist course* |
| Language of instruction | *English* |
| Coordinator |  |
| Course instructor | *Sławomir Rębisz, PhD* |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits**  |
|  |  | 15 |  |  |  |  |  |  | 3 |

1.2. Course delivery methods

- *conducted in a traditional way*

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

* *pass with a grade*

2. Prerequisites

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| *Intermediate- advanced English proficiency and the ability to use information technology (IT) proficiently are required****.*** |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| --- | --- |
| O1 | *Getting acquainted with the basic terminology: online database of publications, bibliographic citations index, bibliometrics, impact factor, bibliographic footnote/endnote, bibliography, citation.* |
| O2 | *Acquiring the skill of using the mechanisms of segregation and selecting the necessary information from online databases, and the classification of scientific literature/academic resources.* |
| O3 | *Acquiring the skill of using online databases to create your own database of publications, bibliographies and footnotes/endnotes.* |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | *The student will explain the importance of scientific publications indexed in prestigious world databases of articles and abstracts (e.g. Web of Science, Scopus), and their significance for the development of a given field of knowledge and scientific career, in the context of shaping an appropriate scientific policy of the state for strengthening its international scientific position.*  | K\_W11 |
| LO\_02 | *Students will demonstrate a basic knowledge of the principles and ethical standards for preparing appendix bibliographies and footnotes, including those arising from copyright and intellectual property law.* | K\_W12 |
| LO\_o3 | *The student will apply modern information and computer technologies to retrieve data from recognized Internet sources (international and national databases of publications and abstracts) appropriate to the social sciences and the discipline being studied. Will prepare a project paper using appropriate computer software to automatically create footnotes and an appendix bibliography.*  | K\_U01 |
| LO\_o4 | *The student will apply appropriate mechanisms for the segregation and selection of necessary data/information and will classify and compare scientific literature due to the criteria of its selection recognized in the world of science.*  | K\_U10 |
| LO\_o5 | *The student will appreciate the role of knowledge in the skillful use of internet databases of publications and abstracts in designing their own scientific development.* | K\_K01 |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| Content outline |
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|   |

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline  |
| *E-visibility of scholars as a synonym of their presence in the digital environment* |
| *Bibliographic databases as a source of scientific information - the idea and structure of the citation indexes.* |
| *A review of available online databases and their characteristics:* *- most popular online databases of publications and abstracts and citation indexes (Web of Science, Scopus, Google Scholar)* |
| *Non-commercial Zotero software as a tool for creating your own database of publications, web archive, bibliography and footnotes/endnotes (e.g., formats: APA - American Psychological Association, Chicago Manual of Style, Harvard Citation Style, etc.).*  |

3.4. Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

***Classes:*** *Short introductory lecture, work with online databases of publications and abstracts - source data analysis and interpretation, activating methods (debate)*

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

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| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| **LO\_01** | *discussing a case study during the class, a competency test* | classes |
| **LO\_o2** | *discussing a case study during the class,* *a competency test* | classes |
| **LO\_o3** | *discussing a case study during the class, a competency test* | classes |
| **LO\_o4** | *discussing a case study during the class, a competency test* | classes |
| **LO\_o5** | *discussing a case study during the class, a competency test* | classes |

4.2 Course assessment criteria

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| *The course concludes with a passing grade based on a competency test of the search for relevant scientific sources and the competence to create footnotes and appendix bibliographies using the computer programme Zotero and scientific literature databases. To receive credit for the course, you must attend class and pass the competency test. The grade for the competency test is also the grade for the course.* |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

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| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 15 |
| Other contact hours involving the teacher (consultation hours, examinations) | 1 |
| Non-contact hours - student's own work (collected material and preparation for classes) | 35 |
| Non-contact hours - student's own work: on the basis of the analysis of the case studies from the classes and the recommended literature, prepare for the semester competency test of searching scientific literature on the subject and creating of automatically bibliography (references). | 24 |
| Total number of hours | 75 |
| Total number of ECTS credits | 3 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours | *Not required* |
| Internship regulations and procedures | *Not required* |

7. Instructional materials

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| Compulsory literature:* Adriaanse, L. S., & Rensleigh, C. (2017). *E-visibility to enhance knowledge sharing*. 1-12. <https://doi.org/10.13140/RG.2.2.17191.24489>
* Harzing, A.-W., & Alakangas, S. (2016). Google Scholar, Scopus and the Web of Science: A longitudinal and cross-disciplinary comparison. *Scientometrics*, *106*(2), 787-804. https://doi.org/10.1007/s11192-015-1798-9
* Jacso P. (2005), *As We May Search – Comparison of Major Features of the Web of Science, Scopus, and Google Scholar Citation-based and Citation-enhanced Databases*, „Current Science”, 89 (9).
* Kousha K., Thelwall M. (2008), *Sources of Google Scholar Citations Outside the Science Citation Index: A Comparison Between four Science Disciplines*, „Scientometrics”, 74 (2).

**Rębisz S.,**Lungulov B. (2022), Education scholars from Eastern Europe in the digital environment: A comparative study of selected universities from Poland, Slovakia, Hungary, and Serbia. Annals of Library and Information Studies, Vol. 69 (3), 238-251, DOI: [10.56042/alis.v69i3.65578](http://op.niscpr.res.in/index.php/ALIS/article/view/65578/0)  |
| Complementary literature: * Aaltojärvi, I., Arminen, I., Auranen, O., & Pasanen, H.-M. (2008). Scientific Productivity, Web Visibility and Citation Patterns in Sixteen Nordic Sociology Departments. *Acta Sociologica*, *51*(1), 5-22. https://doi.org/10.1177/0001699307086815
* Archambault E., Campbell D., Gingras Y., Lariviere V. (2009), *Comparing Bibliometric Statistics Obtained from the Web of Science and Scopus*, „Journal of the American Society for Information Science and Technology : JASIST”, 60 (7).
* Bar-Ilan J. (2008), *Which h-index? — A Comparison of WoS, Scopus and Google Scholar*, „Scientometrics”, 74 (2).
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* De Bellis N. (2009), *Bibliometrics and Citation Analysis: From the Science Citation Index to Cybermetrics*, Scarecrow Press, Lanham, Md.
* Leydesdorff L. (1998), *Theories of Citation?*, „Scientometrics”, 43 (1).
* Rębisz, S. (2017). The presence of Polish, Hungarian and Slovak Publications in the Field of Education in the Web of Science Database. A Bibliometric Comparative Study. *Practice and Theory in Systems of Education*, *12*(1), 21–35. <https://doi.org/10.1515/ptse-2017-0003>
* Ward, J., Bejarano, W., & Dudás, A. (2015). Scholarly social media profiles and libraries: A review. *LIBER Quarterly*, *24*(4), 174. https://doi.org/10.18352/lq.9958
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Approved by the Head of the Department or an authorised person