



**GEDIS - Gender Diversity in Information Science:
Challenges in Higher Education**
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<https://ub.edu/GEDIS>



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Information Seeking: A practical guide for educators

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Gender Diversity in Information Science: Challenges in Higher Education

Guía didáctica de los REA

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About this Guide

This guide is primarily intended for faculty and academic librarians in higher education, as well as for any professional interested in information literacy. Its aim is to introduce the concept of *information seeking* and to facilitate its teaching and application in real contexts. The guide accompanies the infographic and proposes practical activities that can be adapted to different scenarios (personal, academic, and professional), enabling students to experience the usefulness of the process in concrete situations. This resource is part of the GEDIS project, which promotes inclusive, efficient, and accessible digital tools that aim to strengthen users' critical capacity in searching, evaluating, and ethically using information.

1. Purpose of the OER

This open educational resource is designed to strengthen information literacy through the understanding and practice of the *information seeking* process. Its purpose is to help students acquire essential competencies: recognizing an information need, designing search strategies, locating reliable sources, critically evaluating them, and using them ethically and in an organized manner. The resource is intended to be accessible to all users, regardless of their prior experience, and can be applied in academic, personal, or professional contexts.

2. Learning Objectives

At the end of the session, participants will be able to:

1. Understand what the information seeking process means.
2. Identify the phases of the information seeking process.
3. Recognize the factors that influence the effectiveness of searching.
4. Apply effective and critical strategies in the search for information.



3. Suggested Classroom Use

The infographic serves as a visual and synthetic introduction to the information seeking process, complemented by the learning guide and practical activities. It is recommended to present the infographic at the beginning of the session so that students have a clear representation of the search cycle. Afterwards, differentiated activities can be developed according to context (personal, academic, professional), so that students understand the transferability of the process to diverse situations. Working with real-life examples adapted to students' experiences facilitates the internalization of the importance of applying this process consciously, to improve the quality of results and reduce information overload.

Activity 1 – Personal Context

Title: Planning a Cultural Trip

- **Objective:** Apply the search process in an everyday context.
- **Instructions:**
 1. Imagine you are traveling to Lisbon and want to design a three-day cultural itinerary.
 2. Define your information need: cultural sites, schedules, prices, reviews.
 3. Design a search strategy: which keywords would you use in Google or online guides? Which sources would be reliable?
 4. Access and locate information: select at least 5 resources (official websites, blogs, reviews).
 5. Evaluate reliability: how would you distinguish between promotional content and trustworthy sources?



Activity 2 – Academic Context

Title: Preparing a Research Paper

- **Objective:** Practice academic searching using quality criteria.
- **Instructions:**
 1. Define a research question on social media and education (example: *What impact does social media have on university students' motivation?*).
 2. Design your search strategy: identify 3–5 keywords, synonyms, and Boolean operators (AND, OR, NOT).
 3. Conduct the search in Google Scholar or a university database (Scopus, Web of Science, Dialnet).
 4. Select three relevant articles and justify why you consider them high quality (using CRAAP criteria).

Activity 3 – Professional Context

Title: Report for Decision-Making

- **Objective:** Apply the search process in a professional environment.
- **Instructions:**
 1. Imagine you work in a tourism company and need to prepare a report on sustainable tourism trends in Europe.
 2. Define your information need: official reports, recent statistics, economic press articles.



3. Establish your search strategy: which keywords would you use? Which organizations or specialized portals would you consult (Eurostat, WTTC, tourism ministries)?
4. Locate and select three different sources (institutional, journalistic, academic).
5. Evaluate and compare the quality of these sources in terms of currency and authority.

4. Questions for reflection

- a) What types of information need do you most frequently identify in your personal, academic, or professional life?
- b) Which search strategies do you usually use, and which could you improve or diversify?
- c) What emotional, cognitive, or contextual difficulties do you experience during the search process (e.g., anxiety, lack of time, information overload)?
- d) How could you consciously apply the information seeking process to improve your results in an upcoming academic paper or professional project?



5. Evaluation Rubric (Basic Criteria)

Criterion	Excellent (4)	Good (3)	Needs Improvement (1–2)
Definition of the information need	Clearly express the need with precision and focus.	The need is defined but somewhat ambiguous.	The need is vague, unclear, or irrelevant.
Design of the search strategy	Well-structured strategy with keywords, synonyms, and appropriate operators.	Basic strategy with correct keywords but limited variety or no operators.	Unclear, limited, or inadequate strategy.
Location and selection of sources	Find varied, relevant, and high-quality sources.	Find useful sources but limited in variety or quality.	Find few sources, irrelevant or low-quality.
Critical evaluation of sources	Apply clear criteria (currency, reliability, authority).	Partially evaluate sources using some criteria.	Rarely evaluate sources or accept them uncritically.

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