This portfolio presents an overview of Information Literacy Courses offered by University Libraries Leiden (UBL).

Information Literacy consists of the combination of these competencies:

- Acknowledge when information is needed
- Be able to find the information which is needed
- Be able to evaluate information
- Be able to effectively use information
- Be able to use information with integrity and care.

These competencies are part of academic skills. At the end of this document two further specifications are included of information literacy, related to the competencies that researchers should possess. (“The Information Literacy Lens” and “The well-informed researcher”)

All courses will be evaluated. These evaluations are used as input to review these courses (if necessary).

These courses are offered to these intended audiences:

- Students of Leiden University
- Teaching staff of Leiden University
- Researchers affiliated with Leiden University

If you wish to use our services please do not hesitate to contact your subject librarian.
1. Online tutorials
The library offers interactive tutorials which can be accessed through the library website or can be embedded in Brightspace. To assess the results of following the tutorial we offer an assessment in Brightspace. You can request one or more modules to be placed in Brightspace, including assessments.

Working with the Catalogue
Learning objective: basic understanding of using the Catalogue, lending books, requesting materials, reserve materials; finding articles.
Intended audience: newcomers to Leiden, most notably students at the start of their studies.

Searching scholarly information
Learning objective: Google Scholar; subject specific databases; keyword search.
Intended audience: students BA1 and BA2 levels.

Evaluating Information
Learning objective: learn to apply a number of objective criteria for evaluating websites, books, journals and newspaper articles.
Intended audience: students.

Preventing Plagiarism
Learning objective: what is allowed and prohibited? Copyright, citing.
Intended audience: students.

Reference Managers
Learning objective: This tutorial explains what a reference manager is and how to use EndNote or Mendeley.

2. Online workshops in Brightspace

Start your thesis
Learning objective: define research question, devise search strategy, knowledge of subject specific sources, selecting relevant literature.
Intended audience: students BA3 or MA2 who write theses.

How to find scholarly articles
Learning objective: finding scholarly articles on your subject in the library’s databases.
Intended audience: students.
3. Subject / Research guides
Created by subject librarians Subject Guides serve as a starting point for student research. Guides can also be created for specific (online) courses containing recommended resources and digital tools, such as bibliographies, full text databases, and specific reference works. These guides can be linked to from your Brightspace-course. This is an example.

4. Online courses (Kaltura or Teams)
We can deliver academic skills teaching within your course or degree programme. Our sessions include:

- Evaluating Information;
- Reference software (Endnote/Mendeley);
- Plagiarism & citing;
- How to find scholarly articles;
- Paper clinics;
- LIAS PhD;
- Start a thesis;
- Q&A;
- Starter kit PhD’s (Project & Data Management for PhD’s);
- Workshop How to write your DMP;
- Special Collections.
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Example</th>
<th>Rating</th>
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<tbody>
<tr>
<td>I can use a range of data collection techniques</td>
<td>Developing qualitative and quantitative research methods. Differentiating between primary and secondary data</td>
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<tr>
<td>I can search for information effectively &amp; efficiently</td>
<td>Familiarity with a broad range of search and retrieval tools relevant to own discipline (not just Google). Using advanced features of search engines &amp; databases, combining words, limiting searches</td>
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<td>I can gather new data when required</td>
<td>Designing &amp; creating surveys, gathering experimental data (including controls), carrying out interviews</td>
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<tr>
<td>I choose sources appropriately and can list the best resources to use for my research</td>
<td>Making use of a wide range of different types of information such as books, journals, websites, video, statistics, grey literature, letters, diaries, manuscripts, maps, databases, newspapers or people</td>
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<tr>
<td>I understand how to interpret information retrieved from different sources</td>
<td>Understanding how search engines rank results, knowing how to select appropriate results from a database search, being able to sort results sensibly</td>
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<tr>
<td>I evaluate the quality of the information I find</td>
<td>Using appropriate criteria such as currency, bias, authority to assess information</td>
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<tr>
<td>I can understand the information and data I find, analysing &amp; synthesising appropriately</td>
<td>Being able to summarise, reword, collate and analyse material</td>
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<td>I know how to keep up to date with new information</td>
<td>Knowing how to use RSS feeds, Twitter, blogs etc to keep up to date</td>
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<td>I analyse my information needs before I start looking for information each time</td>
<td>Defining keywords &amp; phrases, using mind mapping techniques, talking to colleagues, finding background information</td>
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<tr>
<td>I recognise the legal &amp; ethical implications of using other people’s work</td>
<td>Understanding of copyright &amp; plagiarism. Able to reference material correctly</td>
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<td>I know how to look after the research data that I produce</td>
<td>Understanding how to organise, store and curate one’s own research data so that it can be located, shared, linked to and if appropriate made available for re-use or enrichment in the longer term</td>
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<tr>
<td>I am involved in communication networks in my research area</td>
<td>Knowing appropriate mailing lists, conference networks</td>
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<td>I am aware of the role of institutional and subject-based repositories</td>
<td>Understanding the rationale for making research outputs available in open access</td>
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<td>I understand the different types of publication &amp; how to identify the best sources to read &amp; in which to publish</td>
<td>Being able to explain the peer review process for journals. Know how to determine impact factors?</td>
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<td>I have a web profile</td>
<td>Using social media (blogs, microblogging, social sites etc) to create an online personal profile</td>
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<tr>
<td>I understand how to disseminate the results of my research effectively</td>
<td>Knowing key journals &amp; how to publish in them. Being able use alternative dissemination options</td>
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Information literacy lens on the Vitae Researcher Development Framework using the SCONUL Seven Pillars of Information Literacy