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” en “The well-informed researcher”)

All courses will be evaluated with a questionnaire of ICLON. These evaluations are used as input to review these courses (if necessary).

Most courses are offered both in a face to face setting or as an online course.

These courses are offered to these intended audiences:

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

All face to face instructions can be offered in Dutch or English. Most webcourses are available both in Dutch and English.

If you wish to use our services please do not hesitate to contact your subject librarian
1. **Getting to know Leiden University Libraries**

1.1. **Virtual tours**

*Learning objective:* getting to know Leiden University Libraries; There are film clips available for these library locations: University Libraries, Asian Library and Law Library. These film clips offer an impression of the most important spaces, digital collections, loan options, workspaces, how to use lockers etc..<br>

*Intended audience:* newcomers to Leiden, most notably students at the start of their studies in Leiden

*Duration:* 5 minutes each

*Execution:* anytime, anywhere through the UBL-website

1.2. **Tutorial Working with the Catalogue**

*Learning objective:* basic understanding of using the Catalogue, lending books, requesting materials, reserve materials; finding articles. Including virtual tours

*Format:* online interactive tutorial

*Intended audience:* newcomers to Leiden, most notably students at the start of their studies in Leiden

*Duration:* 30 minutes

*Execution:* anytime, anywhere through the UBL-website or Blackboard

1.3. **Assessment for tutorial Working with the Catalogue**

To assess the results of following the tutorial Working with the Catalogue we offer an assessment in Blackboard. We strongly recommend that students take this assessment. The assessment consists of 15 questions, varying in level of difficulty. The results of the assessment are included in the Blackboard Grade Center.

2. **Online training**

*Contents:*

- Virtual tours
- Searching scholarly information
- Working with the Catalogue
- Evaluating Information
- Citing
- Scholarly Publishing
- Start a thesis
- Open access
- Datamangement

*Format:* interactive tutorials

These online tutorials can be accessed on the website of University Libraries Leiden (https://www.library.universiteitleiden.nl/training/web-courses) and through Blackboard (*Course Catalog* under *Libraries*). All online tutorials are available in English.

You can request one or more modules to be placed in Blackboard, including assessments.
3. Searching Scholarly Information

3.1. Course “Finding Information” using own subject

Learning objective: Google Scholar; subject specific databases; keyword search.

Format: hands-on training using own subject (No more than 20 participants can be accommodated in one instruction. When the course is intended for more than 200 students we will discuss how to proceed.)

Intended audience: students BA1 and BA2 levels

Mandatory prior knowledge: online tutorial Working with the Catalogue

Duration: 90 minutes

Execution: Information specialist or Subject Librarian

Digital alternatives:
- Online workshop Finding Information at Leiden University (created in Blackboard)
- Online tutorials Searching Scholarly Information (can also be presented in Blackboard, including assessment)

3.2. Course “Finding Information” using a case study

Learning objective: Google Scholar; subject specific databases; keyword search.

Format: hands-on training using a presented case study (all students get to use the same case study).

(No more than 20 participants can be accommodated in one instruction. When the course is intended for more than 200 students we will discuss how to proceed.)

Intended audience: students BA1 and BA2 levels

Mandatory prior knowledge: online tutorial Working with the Catalogue

Duration: 90 minutes

Execution: Information specialist or Subject Librarian

Digital alternatives:
- Online tutorials Finding Information at Leiden University, NB partly Dutch, partly English.
- Online tutorials Searching Scholarly Information (can also be presented in Blackboard, including assessment)

4. Evaluating Information

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

Intended audience: students

Format: hands-on group instruction

Duration: 90 minutes

Execution: Information specialist or Subject Librarian

Digital alternatives:
- Online tutorials Evaluating Information (can also be presented in Blackboard, including assessment)
5. **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

*Format:* hands-on training using own subject

*Duration:* 90 minutes

*Execution:* Subject Librarian

*Digital Alternatives:*
- Online workshop Start your thesis in Leiden, created in Blackboard
- [Online tutorials Start your thesis](#) (can also be presented in Blackboard, including assessment)

6. **Paper Clinics**

*Learning objective:* Literature review, saving and using results, introduction reference software, for example Endnote. Content will be tailored to meet needs of participants.

*Intended audience:* Students MA levels, PhD’s, new employees

*Format:* one-on-one conversation

*Duration:* max. 90 minutes

*Execution:* Subject Librarian, subject to private appointment

*Digital alternatives:* Online tutorials, several modules

7. **Preventing Plagiarism**

*Learning objective:* what is allowed and prohibited? Copyright, citing

*Format:* interactive presentation on different manifestations of plagiarism and (il)legitimate reuse of information.

*Intended audience:* Students

*Duration:* 90 minutes

*Format:* hands-on group instruction

*Execution:* Information specialist

*Digital alternatives:*
- [Online tutorials Citing](#) (can also be presented in Blackboard, including assessment)

8. **Reference software (Endnote/Mendeley)**

*Learning objective:* using Endnote/Mendeley, importing data, using in Word documents

*Format:* Hands-on group instruction

*Intended audience:* students, PhD’s, researchers; can be requested for groups of 6 or more participants

*Duration:* 120 minutes

*Execution:* Information specialist
9. Library crash course

Learning objective: Short introduction on the Leiden Catalogue and other Leiden University Libraries facilities
Format: Hands-on group instruction
Intended audience: (foreign) students MA levels
Duration: 60 minutes
Execution: Information specialist

10. Workshop “How to make your work Open Access”

Learning objective: Introduction to Open Access, Open Access in different fields of study.
Format: Lecture with assignments
Intended audience: Researchers
Duration: Depending on requirements of department
Execution: Subject Librarian

11. Working with research data

Learning objective: Using public research data, sustainable storage of research data, working with a datamanagement plan. Contents will be arranged by mutual agreement
Format: by mutual agreement
Intended audience: researchers (beginners)
Duration: by mutual agreement
Execution: data librarian

12. Digital Scholarship @ Leiden

Learning objective: Keep up with current developments on Open Access, Open Science, Datamanagement and impact.
Format: weblog: https://digitalscholarshipleiden.nl
Intended audience: students and researchers
Duration: monthly updates

13. Library update for teaching staff of Leiden University

Teaching staff can request an update by Leiden University Libraries’ specialists on new products and services Leiden University Libraries can offer you. This update will focus on relevant information for your field of expertise and study. Library specialists happily pay you a visit to bring you up to date on the newest subject specific databases, available e-books on you area of expertise and tips and tricks.
Execution: subject librarian
14. Using Special Collections

Leiden University Libraries' Special Collections contain many unique sources, such as letters, old prints, photo’s, maps and atlases, picture prints and drawings. These sources are available for education and research purposes. More and more sources can be accessed online. On request the curators give lectures on these special documents. This provides an unique opportunity for students to get acquainted with this often unique material.
**Are you a well-informed researcher?**

**Where do I find the time for not reading so many books?**

Karl Kraus, Austrian writer (1874 – 1936)

Here is a selection of common attributes that demonstrate your information literacy. Let's see how you rate yourself. Read the behaviour and associated examples and rate yourself:

**Score**

1. Poor
2. Fair
3. Good
4. Very Good
5. Excellent

If you’ve rated yourself as 5 for everything: Congratulations! Please give this booklet to another researcher who can make use of it.

**Anything less, read on...**

<table>
<thead>
<tr>
<th><strong>Behaviour</strong></th>
<th><strong>Example</strong></th>
<th><strong>Rating</strong></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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<tr>
<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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<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, record, collate and analyse material</td>
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<tr>
<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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<tr>
<td>I analyse my information needs before I start looking for information each time</td>
<td>Delining 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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<tr>
<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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<tr>
<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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<tr>
<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>
<td></td>
</tr>
</tbody>
</table>