Checklist and instructions for teachers

After completing the first-year instruction information literacy, students should be able to select relevant information sources, search these in the right way and subsequently report on them correctly (correct bibliographical references in their report, a correct and consistent reference list, paraphrasing, citing and avoiding plagiarism, etc.).

Students are asked to work out a search plan for a minimum of three sources of information for a single search assignment with the aid of the search form that can be downloaded from "What’s Next?". The search assignment is incorporated in the lecturer’s teaching materials or project description.

The search assignment is:
{Search assignment specific for the faculty or department}

Tip: Make use of the instructions given during the Library Instruction and make a search plan. Make use of the search form found at the end of these instructions. Search in at least three sources of information, namely Discover, Scopus and another source chosen by the student.

Students are asked to cite at least two relevant or potentially relevant references from each source, such as a book and/or reference work found via Discover and a few journal articles via Scopus, for example.

At the end of the project, they hand in the completed search form (see Appendix 1) to the teacher together with their report. The report should include a reference list that complies with the criteria set out in "What’s Next?".

The lecturer is responsible for checking and assessing the bibliographies and search forms. The following points of attention are listed for support:

Points of attention for the search form:

- The form should be filled in completely for a single search assignment which is carried out for a minimum of three different sources of information, namely: Discover, Scopus and other sources of information chosen by the student, such as Google Scholar, NEN Connect, Espa@cenet, Wikipedia.
- Each search assignment has been worked out for at least two aspects.
- The type of document that is searched for is indicated for each source. The chosen type of document may differ for each source of information (for example, a book or reference work in Discover, journal articles or conference proceedings in Scopus, and websites and reference works via other internet sources). See also the table in Level 1 of the Blackboard instruction.
- The students then indicate how they carried out their search: which aspects were used, which synonyms, how they combined terms using Boolean operators. Finally, they provide a minimum of two references (written out in full) for each source. It should at least be possible to retrieve that number of references for the named sources. However, if the students are unable to find sufficient or no references for a source, they should at least be able to substantiate the reason for this.
- The general rule for the search form is that it is more important that the form reveals how they searched than what they actually found.
Points of attention for reference list (equivalent to the criteria stated in "What’s Next?"):

- a minimum of ten references
- each reference is correct and complete (one citation style, references are sufficiently complete to be retraceable)
- correct order: alphabetically or numbered
- topicality of the information (last update for websites). In principle, it is possible to be able to find sufficient recent information on the search assignment, which means that students may not cite an older book when there are also more recent equivalent publications.
- each reference is used (as a citation or paraphrase) in the report or on the website (check for relevance)
- types of document:
  o at least a book (may be a manual or another kind of reference work)
  o at least two journal articles
  o (if other sources are used, especially websites, the student needs to be aware of the reliability of that source).
  o at most two websites (or a maximum of 20% of the reference list)
  o furthermore if possible, patents, standards, reference books, newspaper articles, reports,…
- assertions substantiated through references (for example, the location of named factual information) (check on plagiarism)

A number of practical issues:

- Students need to possess a valid Net-ID!

- Important! The instruction contains a YouTube film: Please ask students to bring their own earphones!

- After completing the instructions, we will send a complete report, containing a list of students who took the instruction, together with their scores. The scores will at least indicate whether the student took a test seriously or not. To check the presence of the students an attendance list is a better option. It is possible that, due to technical problems, a student was forced to carry out the assignments together with another student.

- The teacher asks the student coaches to prepare for the instruction by using the appended ‘instructions for student coaches’ (Appendix 2) and to be present at the instruction on time (in accordance with the timetable). They should also take the attendance list with them (or the teacher sends us the list beforehand) and return them again to the teacher. There are preferably two student coaches for each session (for groups of over 60 students).

- At least one library staff member will be present.

- If a student is unable to attend the instruction, they may follow it on their own at a later date. Students can ‘enrol’ in it themselves. A report of the result can be sent to the lecturer on request.
**APPENDIX 1 - Search form**

<table>
<thead>
<tr>
<th>Search form</th>
</tr>
</thead>
<tbody>
<tr>
<td>This form is part of the instruction Information Literacy given in the course {Course name} {Course number}. When completed, it has to be handed in to your teachers together with the final report of this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Our search query was:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group number:</td>
</tr>
</tbody>
</table>

| The aspects of our search query were (minimum of 2): |

### Discover

<table>
<thead>
<tr>
<th>Which type of document have you looked for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our search terms were (aspects, synonyms, Boolean operators):</td>
</tr>
<tr>
<td>We found the following publications (minimum of 2; complete references):</td>
</tr>
</tbody>
</table>

### Scopus

<table>
<thead>
<tr>
<th>Which type of document have you looked for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our search terms were (aspects, synonyms, Boolean operators):</td>
</tr>
<tr>
<td>We found the following publications (minimum of 2; complete references):</td>
</tr>
</tbody>
</table>

### Information sources - free choice

<table>
<thead>
<tr>
<th>Which information source? (Google Scholar, NEN Connect, Esp@cenet, Google, ...?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which type of document have you looked for?</td>
</tr>
<tr>
<td>Our search terms were (aspects, synonyms, Boolean operators):</td>
</tr>
<tr>
<td>We found the following publications (minimum of 2; complete references):</td>
</tr>
</tbody>
</table>

### Reference list

Here below the full reference list for your project / report:
(consistent reference style (numbered or author/date), full data, different document types)
APPENDIX 2 - Instructions for student coaches

Dear student coach,

Thank you for your help during this first-year instruction course in information literacy skills! The following contains information about the instruction and your role in it. If you still have any questions, you can always ask one of the library staff members present during the instruction.

What does the first-year instruction course in information literacy skills involve?

- Students follow four levels via Blackboard, with each level containing a number of assignments. For more information, see the Introduction to this instruction course (link to Blackboard instruction), you have to be logged into Blackboard and enrolled in this course!

What is expected of you?

- You have fully acquainted yourself with this Blackboard instruction by following it yourself in advance. If you still have any questions as a result of this, please contact your lecturer or the information specialist for the faculty or department concerned.

- You are your faculty's first contact person. If any unexpected/unforeseen problems arise during the instruction course, such as a malfunctioning computer or lighting problems, etc., one of you should contact the faculty's service desk or your teacher, (so that the library staff members can remain available while the instruction is being carried out).

- You are responsible for ensuring that the attendance list is present and is filled in, and that this is returned to the teacher after the instruction.

- You assist during the course by invigilating and supporting the students where necessary to enable them to carry out the questions. It is not the intention to offer substantive support, but more to ensure that students do not become stuck or remain caught up in a certain part. This can be due to a technical reason (for example, a student has closed a browser window by accident), but also with respect to content. In this latter case, you can point out to the student that he/she should take another look at the feedback and then try to answer the question, or – if this does not solve the issue – to skip the problematic task and continue with the other tasks. If you are still unable to solve an issue, you can call for the assistance of one of the library staff members present.

- Finally, you will assist in notifying students about filling in the online evaluation forms for the instruction course.

Good luck!

Additional practical information:

- Important! The instruction contains a YouTube film: Please ask your group of students in advance to bring their own earphones!
- Ensure that you are present at least 15 minutes beforehand and report to the library tutor present.
- The instruction takes two hours. Students who have completed the instruction and who want to leave, may do so.
- There is no assessment attached to the instruction, but students are obliged to be present and to undertake the instruction. It is not necessary for students to score 100% with the test, but they are expected to take the instruction seriously and, in principle, they should go through the assignments again that were answered incorrectly (after completion, the library will report the results directly back to the teacher).