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Healthcare systems under pressure

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Spring is finally at our doorstep blooming the mimosas and reminding us of women's day and the sun's prolonged gaze. Yet, rather than rebirth, this March seems to recall the Roman God after which it was named, a looming presence of turmoil and war none of us were ever expecting to witness. It is impossible for me to ignore and not to address these difficult times that the COVID-19 pandemic has bought upon, suddenly we have found ourselves in a position of unsettling frailty.

As I'm writing this editorial, most city's streets are empty. Cinemas, theatres, museums are collecting dust as they remain closed for the foreseeable future. Sporting events, conferences, concerts, and celebrations have been cancelled. No weddings, no festivities, not even funerals. We have been asked to stay home, work from there, and not leave it unless strictly necessary. We should see this as the jarring image that it is, but, perhaps we should also see this as an opportunity to just *slow down*.

We live in a highly globalised world. Many of our children grew up listening to us singing "It's a small world after all" (a popular nursery rhyme), yet, perhaps, we were never fully aware of how small it truly would become. The ease with which both people and objects are chartered to all corners of the world has completely shifted the boundaries we live in, and the speed with which a new virus has spread across the globe is a warning we must all take in our stride.

Maybe we're just rehearsing for future similar emergencies, hopefully not. However, it is certainly time to strengthen our national health services and to consider health care as a top priority and a basic right of our comunities ("With coronavirus, 'health care for some' is a recipe for disaster" *The New York Times* 2020/03/06).

I'm sure that pages and pages will be written on this pandemic, once it is over. The aftermath of this tragedy will probably see a shift in our habits and in the way we use the technological advances we have gained this past century. Perhaps we will also learn to change our behaviour by acknowledging our common ancestry and accepting that our home is not the house we live in, nor the country we reside in, but rather this one and only planet we should share with more care, solidarity and mutual support.

On that note, and with the hope that these thoughts of mine haven't dampened our days further, I'll move on to information regarding this *JEAHIL* issue and the imminent EAHIL elections.

As you may know, the March issue is usually a no-theme issue, comprising a selection of original articles on a variety of different topics pertinent to the core EAHIL interests. In this 2020 March issue, you will find three articles and a brief note of great interest: Lotta Haglund addresses a case study of the Swedish School of Sport and Health Sciences (GIH) Stockholm, Sweden; Sabine D. Klein focuses on a survey on student's preferences at the University of Zurich, Switzerland; and Grace A. Ajuwon et al. showcase the lessons learnt in hosting an AHILA conference in Ibadan, Nigeria. A brief note by Julian Hirt and Thomas Nordhausen about systematic searching in the open access model is also available.

Maurella Della Seta's Letter from the President keeps us up to date on the association's activities, particularly regarding the President and Board elections. Please read the Letter and the attached form by Marshall Dozier carefully! The deadline for nominations is the 24th of April 2020. Voting will be held between the 4th and 31st of May 2020.

Maurella has officially retired from ISS and I am sure that all members of EAHIL are with me in wishing her the best of luck and a happy retirement, with the happy knowledge that she will continue her precious activities within EAHIL, lending her experience and professionality to the sector.

In this issue you will also find a report by Tiina Heino "Artificial Intelligence: what is it and what does it do?" and the usual columns by Dianne Babski and Carol Lefebvre, Letizia Sampaolo. I wish to thank them all for sharing with us their news about the NLM, the US MLA and the new publications and products.

As for the future *JEAHIL* issues, Michelle Schaffer (University of Bern, Switzerland), has kindly accepted the invitation from the Editorial Board, as proposed by Gerhard Bissels, and agreed to guest edit the June issue of *JEAHIL* that will host original articles on the theme of "Library spaces". Please write to Michelle if you wish to contribute. Her email address is: michelle.schaffer@ub.unibe.ch

Whilst hoping this pandemic will soon be contained, I wish you all good health and good spirits.

"*Andrà tutto bene*"
(All will be well)
Federica

Evidence basing the study environment needs at a small specialist university by using design thinking methods

Lotta Haglund
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Abstract
The article describes a case study, using design thinking methods, to evidence base the renovation of two buildings on the university campus of the Swedish School of Sport and Health Sciences (GIH) Stockholm, Sweden. The project involves several stake holders and is looking at the general study environment, and not only the library space. In the discussion the author compares the processes from evidence-based library and information practice, design thinking methods and a hybrid model, as well as outlines some learning points from the project.

Key words: *libraries; universities; students; evidence-based practice; case reports.*

Background

The Swedish School of Sport and Health Sciences

The Swedish School of Sport and Health Sciences (GIH), was founded in 1813 by Pehr Henrik Ling, which makes it the oldest university in the world within its field. GIH offers degree programmes preparing for the teaching profession in Physical Education as well as for career in Sports Coaching, Sport Management or Preventive Health. The degree programmes have a duration of three to five years (1). The research focus at GIH is on sports pedagogics and human biology. Research is characterized by its close contacts with students and by multidisciplinary projects (2).

In the long history of GIH the number of students has had a slow increase over many years. This changed dramatically in 2011 when a large number of students from Stockholm University were transferred to GIH. The number of full time (FTE) students increased with more than 50 %, from around 400 to 645 in 2011 (3). In 2017 the number of FTE students were 725 (4).

The current campus buildings

The current main building on campus was erected in 1945-46, situated next to the 1912 Olympic stadium. For many years the need for more space, including renovation of the present buildings were up for discussion, and finally, in 2009 the decision was made to start planning for a new building and renovation of the old, with an aim to improve the study environment (5, 6). During the planning stage the coming huge increase in student numbers wasn't known, which meant that the new building that was finished in summer 2012 was not sufficient for the much larger student body (3).

In the renovation that was undertaken in 2011-2012, one of the buildings on campus was not included (called Tegelhögen). This building used to accommodate both office space and research facilities. In 2017 the decision was made to renovate Tegelhögen, with two purposes; additional office space for staff, and student space. In preparation for this building process the following project was initiated.

Project objectives

The overall aim of the project was to provide the involved architect and interior decorator with evidenc-based information about the needs of the students. We wanted to

- establish a clear picture/map of student needs, both in Tegelhögen after renovation, and in the main building once the intended functions have moved to Tegelhögen;
- understand the needs and challenges of other users

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(e.g. academic teachers and other staff), in relation to the students;
- create a needs map to enable us to produce a clear brief to the architect and interior decorator.

To be able to get the information needed in the project we wanted to investigate the needs of the students by trying to understand them as well as possible. To avoid drawing on general opinions and ideas of the staff involved in planning the renovation, we decided to use a design thinking method, in the hope of getting a more unbiased and innovative basis for discussion.

Design thinking

There are many descriptions of what design thinking involves, one of them being *Change by design* (7), by Tim Brown, CEO of the innovation and design firm IDEO[1], which is often associated with design thinking methodology, and has also developed the web site *Design thinking for libraries*, with a toolkit which has been translated into 15 languages (8). The book describes the fundamentals of design thinking, stating that design thinking is an exploratory process, and that there is no one best way to move through the iterative process, which can be described as a system of overlapping, and looping, spaces or steps; "*inspiration*, the problem or opportunity that motivates the search for solutions; *ideation*, the process of generating, developing and testing ideas; and *implementation*, the path that leads from the project room to the market" (p. 16).

One problem when trying to improve design (or service design) is that people often are so good at adapting to inconvenient situations or things that they are not aware that they are doing so. If you approach a design project from a design thinking view, you want to learn about people and their behaviour, to help them articulate the latent needs they may not even know they have, by applying the key elements *insight, observation and empathy*. Insight is what you gain by applying observation and empathy to the task you are working on (p. 39-41). Observation is to watch what people don't do, and listen to what they don't say, basically applying anthropological or ethnological research methods instead of the more common qualitative methods (focus groups, questionnaires etc.) (p. 43). The empathy element is all about making an effort to see the world through the eyes of others, to "borrow" their lives to inspire new ideas, and to recognize that their inexplicable behaviour represents different strategies for coping with the world they inhabit (p. 49-50).

The cover of *Change by design* states that design thinking can be used to address a wide range of issues and concerns, and is often most powerful when applied to abstract multifaceted problems, like improving the guest experience in a hotel, or developing the space and activities when planning a new public library, e.g. Dokk1 (9). Comparing the steps in evidence-based practice (10, p. 6-7) to the description of the design thinking process there are many similarities, but also important differences; the design thinking process has a stronger emphasis on iterations and being non-linear as well as on testing, experimenting and flexibility. According to a presentation at the 6th Evidence Based Library and Information Practice (EBLIP) conference in Salford, UK in 2011, merging the steps of the evidence-based practice process with elements from design thinking into a hybrid model could be a successful way of solving wicked problems in libraries (11).

Method

Two consultants from a local design thinking team, OpenLab (12), was contacted to help lead the project team apply suitable design thinking methods. The in-house project team was put together to get input from different work areas at the university. The core team was comprised of three librarians, one receptionist, the student union clerk, and one caretaker, but two additional staff members and one student representative was also involved.

Timing

After some discussing, it was decided that we should go through with the project before end of spring semester 2018, even though this gave us less time for both planning and implementation. Waiting until the autumn semester would mean losing the experienced students that were going to graduate soon, and instead get freshmen that were very happy with everything since everything was new to them.

[1] https://www.ideo.com/eu

Project activities

Project activities included two workshops, a meeting and the user study, starting on 2 May and finishing on 4 June (*Table 1*).

Workshop 1	***2 May (4 hours)***
• Using the experiences of the project team members to collect "top of mind" needs and insights regarding student needs. • Looking at the premises involved in the planned renovation, to find out the present challenges and limitation. • Sharing experiences and insights of the needs of our primary users (the students), but also the secondary users (academic staff, caretakers, cleaners etc). • Discussing possible future needs and challenges to create a map of needs and insights, identifying knowledge gaps, and prioritizing what needs to be researched by the project team.	
Meeting	***9 May (2 hours)***
• Instructions and guidance in preparation for research/interviews.	
User study	***10 May – 1 June***
• Research and documentation done by project team members; interviews, observations etc. according to instructions by OpenLab.	
Workshop 2	***4 June***
• Working through the collected information from the user studies, looking at behaviours, attitudes, needs and challenges. Prioritizing. • Capturing early ideas for solutions. • Output will be a consensus and a common target for the final report, to give a clear brief to the architects.	
Deadline for final report from OpenLab – 21 June	

Table 1. *Project timeline and activities.*

Workshop 1

The core content of workshop 1 was to compile an empathy map, describing the project team member's perceptions regarding the GIH student. We were asked to note our thoughts on sticky notes individually, in writing and/or drawing, and then presenting them to the rest of the group by putting our notes on the empathy map. The five parts of the empathy map:

- What do they think and feel about being a student at GIH and studying/spending time on campus?
  - What do they dream about? What are their goals? What motivates them? What frustrates? What worries them? What's most important? What are their feelings about the study environment?
- What do they see at GIH?
  - How do they perceive the premises on campus? How would they describe the study environment? What do they see others do?
- What do they hear?
  - What can we imagine they hear? What does the sound environment look like? What do they hear others say? What is there talk about?
- What do they say?
  - What can we imagine they say about being a student at GIH, and about spending time here? What are their attitudes regarding the study environment?
- What do they do?
  - What do they do, and how do they behave? Can we detect any particular behaviours? How do they work individually? In a group? What kind of activities take place on the premises?

The second part of the workshop included a group discussion to map student activities today, including the limitations and challenges, and what works well. All comments were written on sticky notes and posted on maps of the study spaces (*Figure 1*), and we then summarizing by individually listing the most important needs for the upcoming renovation, including knowledge gaps that needed to be explored.

All input from the first workshop was compiled by the project coordinators from OpenLab and used as a basis for planning the next phase.

User study

The main research was undertaken by interviewing students from all our study programs and talking to students from as many different semesters as possible. An interview guide was provided by Open Lab, including the following instructions;

- interview (what the user says they do)
- immersion (what the user experiences)

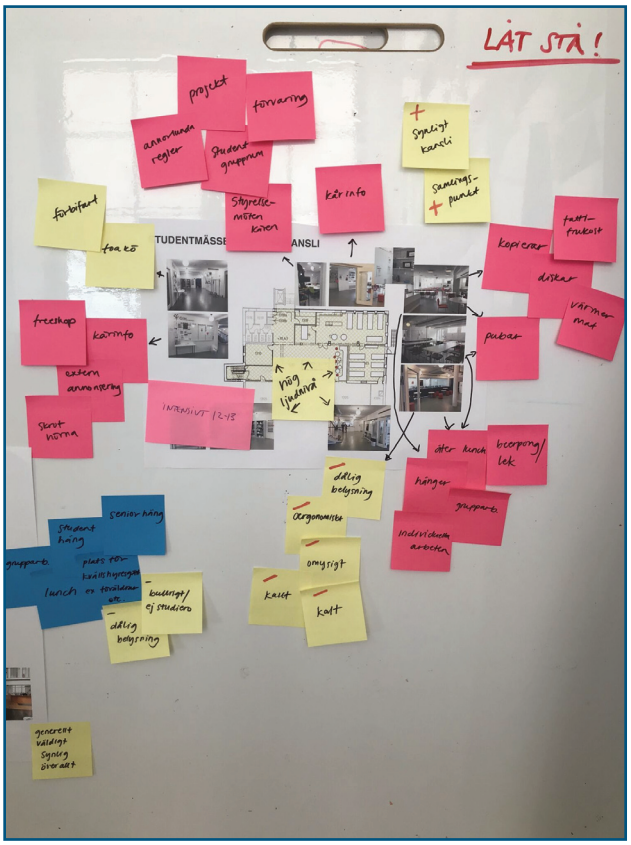

Fig. 1. *Example from workshop 1. Plan and photos from student canteen floor, with sticky notes commenting on limitations and challenges, and what works well. Some of the comments: noisy; always very visible; cold; not very cosy; intensive period 12noon-1pm; eating lunch; relaxing; copying; doing dishes; bad lightning.*

- observation (what the user does)
  - use open questions
  - ask about specific experiences
  - listen for needs and feelings
  - when you don't get an answer, ask why, why, why (are there driving forces behind)
  - don't be afraid of silence
  - Try to take photos of the things mentioned by the interviewee, and document insights, stories and observations.

We were also given a list of questions to use as starting point for the interviews.

The interviews were done by spontaneously approaching students on campus, and were conducted by pairs of project members. A total number of 21 students, of which 11 men and 10 women were interviewed, from all programmes (*Table 2*). In addition to this, 3 academic staff were asked the same questions, answering regarding their observations of and feedback from students, but also in regard of their own needs.

A number of observations, some accompanied by photos, were also documented and included in the study.

Study programme	*2nd semester*	*4th semester*	*6th semester*	*8th semester*	*10th semester*
PE teacher	*2*	*8*	*1*	*-*	*1*
Sport managem.	*-*	*1*	*-*	*NA*	*NA*
Preventive health	*1*	*-*	*3*	*NA*	*NA*
Sports coaching	*-*	*-*	*2*	*NA*	*NA*
Master	*-*	*2*	*NA*	*NA*	*NA*

Table 2. *Number of students interviewed.*

Workshop 2

Meeting up for the second workshop we reported back on our experiences from the interviews, focusing on the most interesting things, if we had found out something new, and what was confirmed of our thoughts from workshop one. We were asked to reflect on if we had identified any feelings or attitudes in connection to specific spaces; if we had found specific behaviours in specific contexts; if there were any contradictions in the answers to our questions; and if we had detected any needs that they didn't express. After an initial overview of what was found out during the interviews, we discussed each question more in depth.

Using a needs map prepared by Open Lab after workshop one, we then moved on to the idea generation step. We were asked to individually reflect on three questions, then discuss, iterate three times, and then present to the whole group. The questions were

1. Group study. How can we create more and better spaces and bases for group study work, without creating more messy or loud environments?
2. Social interaction. How can we create cosy and attractive spaces for social interaction with a good sound environment, and without noise spilling over into other spaces?

3. Individual work. How can we create better/more quiet spaces for individual work, which will be respected for the intended use?

What is most important to solve? What can we do now, and what do we want to do in the near future?
During all discussions sticky notes were used to document, and Open Lab staff were also taking notes.

Results

Comparing the summary from workshop one with the final report from the project coordinators, some new insights were revealed to the project team, but the overall result is that we are quite aware of the needs and priorities of our users. A comparison of the needs map created after workshop one and the needs map in the final report gives you more or less the same picture of the different student needs (*Figures 2, 3*).

The final report reveals a student that is perhaps different from students in common, in that their studies daily integrates physical and theoretical studies/activities, giving rise to special needs when it comes to study space. They are also focusing on their physical appearance and on their bodies, as well as exercising and practicing movement in all kinds of places, including the library. They are also quite loud, which, together with the bad acoustics in some parts

Fig. 2. *First needs map. Darker blue: individual silent study rooms; more space; storage needs; flexible furniture and space; zones for different activities; space for physical movement; more group study space. Light blue: silent areas, in general lower volume; improved lightning. Green: relaxing areas; phone rooms/single rooms/rooms for resting; silence and solitude. Red: social space; more cosy space; more accessible information and teachers. Purple: more meeting rooms and offices.*

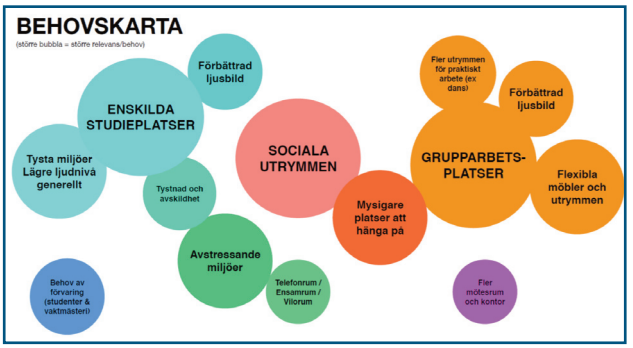

Fig. 3. *Revised needs map, from final report. Dark blue: Need for storage (students and caretakers). Light blue: individual study space; silent space, lower volume in general; improved lightning. Green: relaxing space; silence and solitude; phone rooms//single rooms/rooms for resting. Orange: Social spaces; cosy spaces. Yellow: Groups study space; flexible furniture and space; improved lightning; more space for physical movement. Purple: more meeting rooms and offices.*

of the buildings, causes difficulties to focus and to find quiet spaces for individual study or relaxation. Social interaction is an important part of their day, and they experience a lack of cosy and comfortable spaces for chatting with other students.
The most important areas for improvement (the biggest bubbles on the needs maps) were, as anticipated; spaces for group study work; spaces for individual studies; and spaces for social interaction.

Group study work

It came as no surprise that the need for group study work was highly prioritized in our study, both by students and by the project team. There are not enough group study rooms on campus, which results in group study taking place everywhere possible, creating a loud and noisy environment for both students and staff, and causing problems when students are trying to find a quiet space to focus on their work. What was new to the project team was the need for flexible furniture, since group work can be both theoretical and practical /physical, sometimes a combination of both. More surprising was the expressed wish for a cosy atmosphere instead of the preferred Scandinavian public spaces which are often designed with a "less is more" mind set. Students suggested potted plants, art/paintings, windows with a view, and stressed how important this is for their comfort and for them to thrive.

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Individual studies

The project team had also identified the need for quiet spaces suitable for individual concentrated study, and the user study *confirmed* that this is an important need. The lack of group study areas and the following noise pollution has consequences for the designated silent areas. New insight for the project team was that to some students the glass walls of the library (and some other spaces) were a problem due to the constant movement outside, and that you couldn't be "unseen". There were also suggestions for different levels of silent spaces.

Social interaction

Social interaction is an important part of daily life at GIH for our students, and the project team was well aware of the need for increased space and for more welcoming furnishings, instead of the present more bare and austere student canteen and adjacent areas, as well as the bad acoustics. The user study didn't give us any real new insights, but confirmed the need for different kinds of spaces for different kinds of social interactions.

The culture of GIH, as derived from the study

In the final report the Open Lab project, coordinators identified the following important parts of GIH culture:

- community and group spirit;
- practical and theoretical;
- relaxed atmosphere;
- history and tradition;
- joy in movement;
- acknowledged research.

Recommendations from the project coordinators

The project coordinators listed a number of recommendation drawn from the above, the most important ones being; the need to create distinct zones or "neighbourhoods" on the premises, with suitable furnishings to make it easy to understand what is expected to take place there; to prioritize sound levels; maintain the possibilities for social interaction, which is an important part of the GIH identity, by creating suitable and inviting spaces for different social activities; and don't forget that students often needs to combine the theoretical with practical/physical activities and that space for that needs to be flexible.

From project to reality

The status at the time of writing (June 2019) is that all plans for the renovation of Tegelhögen are more or less in place, and that work will begin in autumn 2019, with the planned opening of the renovated space in mid spring 2020. Then the emptied areas in the main building will be rebuilt and renovated.

The final report from the project was delivered to the project leader for the renovation, and the working group directly involved in the renovation work has been recurrently reminded of the recommendations in the report. One of the librarians involved in our project has been invited to some meetings of the working group, but due to unforeseen staff changes the planning phase for the renovation has been delayed, and then accelerated again, resulting in a gap in involvement from our side. A short meeting with a new coordinator for the renovation was scheduled, where one of the project members was asked to highlight the most important findings, but no contact with interior decorators etc. has occurred.

When the time comes to start working on rebuilding and refurbishing the areas in the main building, we will use the findings from our study, trying to accommodate the expressed needs of the students, and taking into account that there might be a need to do some follow up interviews with present students.

Discussion and learning points

When the concept of evidence-based library and information practice (EBLIP) was starting to gain interest in the Swedish library community there was also some criticism (13-16). The criticism from Sweden discussed the fact that applying the EBLIP processes (10) to problems and questions and at the same time doing your day job was almost impossible, because it was too time consuming and rigorous, and not the individual activity described but a collaborative process. Discussions among Swedish colleagues also focused on the "research based" part of EBLIP, and more or less ignoring the "librarian observed and user reported" possibilities, and adding the difficulty to find published evidence from the Swedish context. At the 6th EBLIP conference in 2011 the paper by Davis and Howard took some of the criticisms into account, by suggesting a hybrid model combining the EBLIP process with design thinking (11). For a few years EBLIP captured the interest of Swedish librarians,

perhaps mainly in medical libraries because of their experience with supporting evidence-based medicine/health care, but in recent years the interest and knowledge has been low to non-existent. Instead there has been an increasing interest from the library community in user experience (UX) work and applying methods from ethnology and anthropology, with design thinking as one example. UX has emerged as a way of finding out what our users really need and want, not using the usual questionnaires and getting the same answers: that they are very happy and content with library services.

Looking back on the suggested hybrid model, and comparing with the EBLIP process (*Table 3*) it is the conclusion of the author that, depending on your problem and objectives, and resources available, you could claim to have used either model, if you acknowledge that user reported and librarian observed evidence are equally important to research based. According to all three models we're still on the fourth step, implementation/application of results of appraisal, or even waiting to see what can be implemented.

Could we have gotten the same answers by using an ordinary questionnaire or focus groups, asking them to tell us what they thought of the different elements of their study environment? Since we didn't have a control group there is no way to know, but the fact that the user study didn't reveal any really surprising new insights it is the impression of the project team that there would have been little difference. What is more interesting is that when you don't ask outright how happy they are with what they have, the outcome stands out as more reliable evidence, when a majority, including project team members and academic staff, expresses the same needs.

EBLIP process (10)	***Design thinking (11)***	***Hybrid model (11)***
Define problem	Find problem	Define problem
Find evidence	Research	Research
Appraise evidence	Prototype and test Proto-	type and test
Apply results of appraisal	Implement	Implement
Evaluate	Evaluate	Evaluate
Redefine problem	Storytelling	Storytelling

Table 3. *Comparison between the processes from EBLIP, Design thinking and a Hybrid model.*

The main learning point is that it would have been desirable to involve the architect, interior decorator and members of the renovation working group, to ensure a higher interest in and application of the results on the renovation plans. The project team members all agree that it was a useful experience and an effective way of getting reliable results in a short time, but that the outcome relied on having methodological expertise to guide, document, and help see the big picture. With more resources and different timing, it would also have been possible to have more iterations, by really prototyping and testing layout and furnishing of the different areas for improvement.

These learning points will be kept in mind when planning future user centred projects. The interview method of asking indirect questions will also be applied to an upcoming benchmarking activity with our colleagues at library of the Norwegian School of Sport Sciences[2].

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Medical students prefer print textbooks for studying but value the e-books' search function and availability

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Abstract
Since a few years our library has mostly acquired journals only in electronic format, whereas medical textbooks are often provided in print and as e-books. In order to meet the students' current needs and to reasonably allocate financial means and efforts, we performed a survey about format preferences amongst medical students at the University of Zurich, Switzerland. 94 medical students returned our questionnaire in December 2018 (4.6% response rate). The survey showed that print books were used more often, especially for longer reading, but e-books were also commonly used. Perceived advantages of print books were the possibilities to mark text passages and better eye comfort. E-books were valued for their search function and availability.

Key words: *students, medical; textbook; libraries; surveys and questionnaires; Switzerland.*

Introduction

From a library's perspective, e-books consume more and more of the yearly budget, while print books use physical space, can only be used by one person at a time, and can get damaged or lost. But which format of textbooks do medical students prefer, who have to study large volumes of knowledge? The question of format preference has been investigated before – and will be asked again in the coming years, when students enter the universities who have not only grown up with computers but have also used them during their school years for learning. Basically, it can be answered by either comparing usage data of print and e-books (which will not be addressed in this article), or by means of a survey.

When readers (students or university staff) in previous studies were asked if they preferred print or e-book, the majority voted for print (on average 68% print *vs* 32% e-book in seven surveys; [1-7]). But when more choices for answers were provided than "print" or "e-book", the answers varied widely. On average, 41% preferred print, 38% e-books and 26% had no preference or their preference depended on the situation [8-17]. Most of these surveys were done in the USA (seven surveys) and Asia (five surveys), and their results may thus not be easily transferable to Europe.

Several surveys addressed perceived advantages and disadvantages of both formats. Two of these surveys especially addressed medical students [18, 19]. The German survey found that the most important features of e-books were: access from everywhere and anytime, being available for free, and the search function. However, a majority of students did not like reading from screens and missed the feel (haptics) of the print book [18]. Medical students in Ireland valued the lower costs of e-books, efficient studying, no weight issues and easy access. The majority still preferred print for the possibility to highlight and annotate and not having to look at a screen [19]. Now, in order to learn about our students' current needs and to reasonably allocate financial means and efforts, we performed a survey amongst medical students at the University of Zurich, Switzerland.

Method

Participants

This survey was aimed at all medical students of the University of Zurich, Switzerland (2031 bachelor and

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master students were enrolled at that time). Occasional answers by other library users were obtained but not analysed here.

Technical information

An anonymous questionnaire in German partially based on a survey in Germany [18] was designed. It comprised 15 closed and three open questions. No pretest with the target audience was performed, but feedback on understandability and scales was obtained from three co-workers.

The survey was open from 10th to 23rd December 2018 (during the learning period before the examinations in January). Questionnaires on paper were handed out at the library's information desk and were available in an area designated for medical students. An invitation and link to the online questionnaire (on SurveyMonkey) was distributed via the newsletter of the medical students' union of the University of Zurich. No follow-up invitation was sent.

Statistics

The scales of the closed questions were mostly ordinal (one question related to personal information was categorical, but only the category of medical student was analysed here). For testing differences between groups, the Mann-Whitney-U test was used and $p < 0.05$ considered statistically significant. Correlations were calculated according to Spearman. For statistical analyses, IBM SPSS version 24 was used. Answers to open questions were grouped and quantified (while disadvantages of one format were counted as advantages of the other format). Single answers (translated to English) were used to illustrate a theme.

Results

111 questionnaires were returned, and 94 responders identified themselves as medical students. Their answers are presented in the following analysis. The response rate was 4.6%.

90% of the respondent medical students used lecture notes at least once a week or almost daily for studying, 69% used print books and 48% e-books (*Table 1*).

Thus, print books were used significantly more often than e-books ($p = 0.001$). Students who physically visited the library more commonly, also used print books more often ($p = 0.005$).

Answers	***Print books***	***Lecture notes***	***E-books***
(Almost) daily	32 (34.4%)	71 (76.3%)	18 (19.1%)
At least weekly	32 (34.4%)	13 (14.0%)	27 (28.7%)
At least monthly	18 (19.4%)	4 (4.3%)	24 (25.5%)
Less often	11 (11.8%)	5 (5.4%)	25 (26.6%)

Table 1. *Answers to the question: "Which media do you use how often for studying?" (n = 93).*

Print and e-books were used in a different way for studying (*Table 2*): facts were looked up similarly in

Answers	***Print books***			***E-books***		
	I look up facts	I read single chapters or paragraphs	I read the whole book	I look up facts	I read single chapters or paragraphs	I read the whole book
(Almost) daily	22 (23.4%)	25 (26.6%)	3 (3.3%)	26 (28.0%)	9 (9.6%)	1 (1.1%)
At least weekly	34 (36.2%)	37 (39.4%)	2 (2.2%)	27 (29.0%)	24 (25.5%)	0 (0.0%)
At least monthly	26 (27.7%)	23 (24.5%)	4 (4.4%)	19 (20.4%)	31 (33.0%)	0 (0.0%)
Less often	12 (12.8%)	9 (9.6%)	81 (90.0%)	21 (22.6 %)	30 (31.9 %)	91 (98.9)

Table 2. *Answers to the question: "How do you use print / e-books for studying?" (n = 94).*

print and e-books (p = 0.722). Books were almost never completely read, and if so, it happened in printed form (p = 0.009). Single chapters were also more often read in print books (p <0.001).
Since we cannot provide print books for all medical student – we have maximally 15 items per edition – we asked the students if they would buy their own books. 46% or 3% said they would always or often buy print or e-books, respectively (*Table 3*).
For the above questions, correlations between all answers were calculated (results not shown).

Answers	***Print books***	***E-books***
(Almost) always	13 (13.8%)	0 (0.0%)
Often	30 (31.9%)	3 (3.2%)
Rarely	35 (37.2%)	11 (11.7%)
(Almost) never	16 (17.0%)	80 (85.1%)

Table 3. *Answers to the question: "Do you buy the required books?" (n = 94).*

Significant correlations were found between looking up facts, reading chapters or whole books in print and buying print books. Similarly, significant correlations came up between looking up facts or reading chapters in e-books and buying them. Thus, students had a preference for one or the other format.
This survey was conducted during the period when students prepared for examinations. Thus, 80% of medical students visited the library at least once a week, but only 13% used the website and 24% the online catalogue at least weekly (*Table 4*).

In two open questions, students were asked in which situations they preferred one or the other format and what advantages or disadvantages they experienced. Print books were rather used at home, at the library, and for reading or studying longer contents. Some students always preferred print: "When I have a print book at my disposal, I always take print. My feeling is that I can study better with print." But there are situations where students use e-books: "When I need only small part of the book, or when no print copy is

Answers	***Physical visit to the library***	***Website***	***Online catalogue***
(Almost) daily	43 (46.2%)	2 (2.2%)	6 (6.5%)
At least weekly	31 (33.3%)	10 (10.8%)	16 (17.2%)
At least monthly	9 (9.7%)	47 (50.5%)	42 (45.2%)
Less often	10 (10.8%)	34 (36.6%)	29 (31.2%)

Table 4. *Answers to the question: "How often do you use the main library?" (n = 93).*

left." E-books were preferred en route, when no print copy was available, to looks up facts or read single chapters, or when print books were very large and heavy.
Taken together, the most commonly mentioned advantages of print books were: marking text passages (mentioned 27 times), less strenuous for the eyes (24), general comfort (22). Advantages of the e-books were: search function (45), weight (44), and (time- and location-independent) availability (37).

Discussion

Both formats, print and e-book, were commonly used according to the medical students who answered this survey. The response rate was rather low, however, results were in line with other surveys [6, 18], and usage data gave a similar picture (not presented here), although it is difficult to compare usage of print and e-books. Students preferred print for studying and reading longer texts, but liked e-books en route and for looking up facts. In contrast to other surveys, our students knew that we provide e-books and knew how to access them. This is in line with our daily experience, where other users but not medical students often ask how to find and access e-books.
Students mentioned that they liked to highlight text passages and write into books and therefore preferred print (although these features are also implemented in many e-books). Therefore, and because we cannot provide enough copies for all students, many students bought their own books. Interestingly, several of our students felt that they could remember better what they had read in print books. Studies on learning

effects are scarce, but one study found that those medical students had a tendency to score better in a test on basic pharmacology who had additionally studied with an e-book [20].

For medical libraries the results of the present survey mean that we should offer both formats whenever possible, and that print textbooks are still very important for medical students.

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Hosting the 16th AHILA Conference in Ibadan, Nigeria: organization, achievements, challenges and lessons learnt

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Abstract
Attending a scientific conference offers researchers several potential benefits including opportunity to present and receive constructive feedback from professional colleagues. Organizing such conference is also beneficial to the hosts who can acquire skills for coordination, communication and networking. However, the process is fraught with many challenges. One hundred and nine professionals attended the 16th AHILA conference from 22 countries in Africa, Europe and United States of America. The conference agenda was balanced, integrating skills acquisition, information for career development, sources of evidence-based free e-resources, including databases, and e-books for libraries covering health-related topics. This article describes achievement, challenges and lessons learnt in hosting the conference and could serve as a guide for health information professionals planning a similar conference in the future.

Key words: *AHILA conference; health information professionals; medical librarians; health and well-being; health literacy; Nigeria.*

Background

Attending scientific conferences is a primary means of continuing education for researchers. Conferences provide a forum for researchers to present their work to their colleagues and receive feedback. Scientific meetings are also settings where researchers learn about what their colleagues are investigating, get insights on new research ideas, learn new methodology of conducting research and network with professional colleagues from different institutions around the world (1). Organizing scientific meetings is beneficial for the hosts in several ways. It creates opportunity for networking, development of skills for communication, teamwork and organization (2). It also increases visibility for organizers among professional colleagues (3). However, making a commitment to host a scientific meeting is a huge responsibility fraught with many potential challenges. The authors organized and hosted the 16th Biennial Conference of the Association for Health Information and Libraries in Africa (AHILA) held on October 14-18, 2019 at the Otunba Subomi Balogun Conference Centre, University of Ibadan, Nigeria. We present in this article the process of organizing the conference, the achievements recorded, challenges and lessons learnt in hosting the conference to guide health information professionals who plan to host a similar conference in the future.

Founded in 1984, AHILA is a professional organization for health sciences librarians and information professionals in Africa. AHILA provides leadership in promoting access to and use of health information in Africa (4). With current membership of 250 professionals in 46 countries, AHILA seeks to be representative of French, English and Portuguese speaking countries on the continent, with each language group represented on the Executive Committee. The Association also has 15 country chapters and more than 45 global partners, including

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the European Association for Health Information and Libraries (EAHIL), US Medical Library Association (MLA), Section for Medicine and Health (SMH) of the Norwegian Library Association, World Health Organization (WHO), Information Training & Outreach Centre for Africa (ITOCA), Partnerships in Health Information (Phi), National Library of Medicine (NLM), HIFA.org, Elsevier Limited, Wolters Kluwer, Better Evidence, Mallory/Safari, among others.

Organization of the conference

One hundred and nine (109) professionals attended the conference, consisting of 72 Nigerians and 37 international delegates from 22 countries in Africa, two European countries, and the United States of America (USA). The theme of the conference, "Achieving healthy lives and well-being in Africa through access to and use of information", was selected to reflect the relevance of Sustainable Development Goals (SDG) number 3: "Good Health and Well-being" and draw the attention of delegates to the health information practice gaps in Africa and what health librarians can do to promote the health and well-being of people on the continent. Four sub-themes were added to broaden the scope of discussion and encourage large participation (3), namely application of ICT to support medical education; quality of care and well-being-the contributions of health literacy to achieving health and well-being; education and training for health sciences librarianship in the 21st century: is the curriculum addressing the need? and reaching out to under-served communities to achieve health and well-being: contributions of health information professionals.

The conference had four components: training workshops; plenary sessions; paper presentations; and General Assembly. The workshops took place on the first day of the conference when facilitators delivered three parallel training sessions on systematic review, synchronous online teaching, and abstracts writing techniques. The workshops provided opportunity for delegates to acquire knowledge and skills related to each topic and network with colleagues during small group sessions.

The first plenary was the opening ceremony where the President of the Association, Dr Grace Ajuwon addressed the delegates and provided background information including the agenda of the conference. This was followed by two keynote presentations titled "The role of librarians in achieving healthy lives" and "Use of information to generate health and wealth". The plenary sessions served as a forum where delegates learnt new information relevant to the themes of the conference and received announcements on the schedule for each day of the conference.

Thirty abstracts were presented during seven break-out sessions organized according to the sub-themes of the conference. The break-out sessions were grouped into two and held in parallel to give opportunity for many delegates to present their research and receive feedback from professionals working on similar projects. A moderator directed each session enabling the audience to engage presenters.

The General Assembly took place on the last day of the conference when new executives of the Association were elected. Delegates ratified the newly amended constitution and discussed three critical issues that emerged during plenary sessions. The issues are lack of curriculum for training of health sciences librarians in the African universities, the need to develop short training programmes in health sciences librarianship to upgrade the knowledge and skills of serving medical librarians since many of them learn on the job, and recommendation that health sciences librarians need to play leadership roles in conducting systematic reviews.

The achievements

We identified three key achievements from the conference. First, the conference had a good mix of local (67%) and international (33%) delegate participation. International delegates were drawn from English and French Speaking African countries, as well as representatives from EAHIL and MLA, attesting AHILA as an organization with global partnership. Although the majority of the delegates were medical librarians and health information specialists, health workers, academics and representatives of government agencies also attended the meeting, enriching the diversity of presentations and discussions.

Second, hosting the conference enabled members of the Local Organizing Committee (LOC) to acquire skills for planning, coordination, and team-work (3). Members of the LOC, many of whom had never participated in organizing a scientific meeting,

acquired skills which they can easily apply in their personal and professional lives. One of the unanticipated positive outcomes of the meeting was the creation of a WhatsApp group in which personal development topics were posted daily to improve the leadership skills of delegates.

Third, the conference agenda was balanced, integrating skills acquisition, information for career development, sources of evidence-based free e-resources (UpToDate), including databases from the WHO Afro Region, and books for libraries covering health-related topics like general medicine, nursing, public health, surgery, among others.

Challenges, lessons learnt

Despite the achievements, the organizers encountered some challenges in planning and hosting of the conference which had a large number of international delegates. Given the security crisis in Nigeria during the last 10 years, conference organizers knew that the safety of the international delegates was a top priority because foreigners are typical prime targets for terrorist's groups who kidnap and demand for ransom for the release of their captives (5). Thus, there was the challenge to raise N200, 000 ($600) needed to pay security personnel who were required to be on-site because security expenses were not included in the budget for the conference.

Arranging local flights from Abuja and Lagos to Ibadan for international delegates also posed a challenge. Ibadan has no international airport so international delegates flew into the country through Abuja and Lagos airports. The repairs on the Lagos-Ibadan highway created heavy traffic jam in October, which resulted in significant delays in travel time and stressful for travelers. To overcome this challenge, the conference organizers advised all international delegates arriving through Lagos to take the 20 minutes' flight from Lagos to Ibadan. Delegates arriving through Abuja were also advised to fly into Ibadan because of security concerns and the fact that road travel between these cities takes approximately 9 hours. Unfortunately, the international delegates could not make online booking for flights to Ibadan because local airlines accept online booking with only debit cards in Naira, the local currency. This problem reflects the lack of partnership between foreign and local airlines (6), a situation that limits air travel in many African countries. The conference organizers paid airfares for the international delegates who later reimbursed them. The implications of these challenges are that organizers operating in settings like Nigeria may need to include funds for security in budget plans and international delegates should be required to pay equivalent of cost of local flights into a AHILA local chapter bank account.

As with planning and hosting any non-profit event, fund raising posed a major challenge for the LOC. Out of the 109 persons who attended the conference, 72% paid registration fees, 28% were exempted including members of the LOC, invited speakers and special guests. Thirty-three percent of those who paid the registration fees did so on-site. Yet the conference organizers had to pay for the venue, feeding, and bags, before delegates arrived. A few of the sponsors agreed to pay for specific events but the funds were received after the conference. This posed serious financial challenge for the LOC, who had to raise funds from personal savings. The implication is for organizers to start fund raising activities early, possibly between one and a half or two years prior to the commencement of the conference.

The Scientific Committee encountered a major challenge with submission and assessment of abstracts. Although guidelines for writing abstracts were provided in the conference announcements, many authors did not comply with the recommended format. For instance, some of the submitted abstracts exceeded the 250 words limit, others were unstructured, making it difficult to review them. The committee also did not envisage the extent of the variability in the type of abstracts submitted. For example, not all the abstracts were derived from research. Some of the abstracts were conceptual in nature, addressing themes like role of information in maternal mortality and digitization of hospital records. In order to overcome this challenge organizers of future conference should create a Redcap (www.project-REDcap.org) with approved format for different types of abstracts. This procedure makes review of abstract efficient both for members of the scientific committee and reviewers.

No-show, i.e. late cancellation by authors of abstracts scheduled for presentation at the conference, is a common phenomenon with scientific conferences (7). Twenty-nine percent of scheduled abstract

presentations were cancelled due to unplanned events such as doctoral (PhD) oral examination and funding constraints. However, the majority of those who cancelled never gave any reason for skipping the conference. The practice of submitting an abstract and cancelling participation without reasons raises questions about authors' motives for submitting an abstract for the conference. Some authors submit an abstract to have their names listed in conference proceedings to meet requirements for promotion. This behaviour is unacceptable for many reasons including the fact that it complicates the process of planning, it is a source of embarrassment to conference organizers, a cause of disappointment to delegates, and wastage of resources. For example, the name tags produced for authors who did not show up was a waste of resources.

Conclusion

Planning and hosting a scientific conference is an important community service to a professional association (3). The 2019 AHILA Conference created opportunity for health sciences professionals to network, learn, share new research and innovative projects aimed at meeting the health literacy needs of their clients. The hosting of the conference was successful but not without its challenges. Professionals who plan similar conferences will benefit from the experience of organizers of the AHILA conference described in this article.

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Open access: how to ensure systematic searching?

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Abstract
Open access publications are free for everyone to read and download without financial, legal or technical barriers. Various political approaches support the increasing tendency for open access publishing. Due to increasing availability of open access articles, there is a need for systematic search options related to this publication model in databases. As there are various options for searching specifically open access publications, it is important to know which sources are included in a database. This brief communication provides an overview of databases with regard to options for searching open access content in a systematic way.

Key words: *open access; literature search; systematic review.*

Brief communication

Open access publications are free for everyone to read and download without financial, legal or technical barriers (1). Their number has continuously risen within the last ten years across scientific disciplines, except with a decline in 2018. In medical related research fields such as health sciences and clinical medicine, the proportion of open access publications is almost 50 percent as shown by an analysis using Scopus and Unpaywall data (2). Various political approaches support the increasing tendency for open access publishing. One approach is Plan S, an initiative adopted by cOAlition S, an international consortium consisting of research funders, the European Research Council and the European Commission. Plan S stipulates that from 2021 onwards all publicly-funded projects have to be published in a freely accessible form (3). The aim is to make every publication immediately freely accessible, for example in an open access journal ("Golden Route") or in a journal where some articles are openly available for a publication fee paid by the author, while other articles remain subscription-based ("Hybrid Model"). According to the open access strategy for Switzerland, by 2024 all publicly funded publications must be freely accessible (4). In contrast to Plan S, the strategy allows therefore the "Golden Route" and "Hybrid Model" as well as the "Green Route" (free availability through a repository, sometimes after an embargo period). The "Green Route" is the publication format that was chosen most often by researchers (2). How open access strategies like Plan S will be implemented depends on national initiatives. One example of such an initiative is the German DEAL project launched by the German Rectors' Conference in order to conclude uniform nationwide licensing agreements with scientific publishers. Concrete negotiating goals include open access for all publications from German institutions and an appropriate financing model (4).

Due to increasing availability of open access articles, there is a need for systematic database searching options concerning this publication model in databases. It is possible to distinguish between databases with free availability of all content and others with only partial accessibility and targeted search options for open access publications. *Table 1* provides an overview of databases and library catalogues with regard to this distinction.

As *Table 1* shows, there are various options for searching specifically open access publications using genuine open access databases such as DOAJ or DOAB and databases with an integrated open access filter that can be applied during the search process.

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Genuine open access databases	
Directory of Open Access Journals (DOAJ)	doaj.org
Directory of Open Access Books (DOAB)	doabooks.org
Campbell Library	campbellcollaboration.org/library.html
Social Science Open Access Repository (SSOAR)	gesis.org/ssoar
Databases with an open access filter	
Bielefeld Academic Search Engine (BASE)	base-search.net
bibnet.org	bibnet.org
Epistemonikos	epistemonikos.org
LIVIVO	livivo.de
MEDLINE via PubMed	ncbi.nlm.nih.gov/pubmed/
PsycINFO via Ovid, Scopus, Web of Science Core Collection	depends on institutional subscription

Note: Convenience sample, February 2020.

Table 1. *Overview of databases and library catalogues with full open access or open access filter*

Therefore, it is important to know which sources are included in a database. For example, around 12000 internationally available peer-reviewed open access journals are listed in DOAJ, a genuine open access database covering all areas of science, technology, medicine, social science and humanities. However, for regular databases with an open access filter such as Epistemonikos, MEDLINE or Web of Science Core Collection, there is no information available on the quality of open access filters such as sensitivity or precision.

The identification of open access publication might be indicated when (i) conducting an orienting search to discover a (new) research field, (ii) working on bibliometric analyses or (iii) when the aim is to analyse methodological or thematical issues in open access publications (5-7).

Currently, we recommend that the approach to systematically identify open access publications should be guided by the aim and the quality requirements of the search as well as the resources available. For example, when intending a comprehensive literature search as part of a systematic review to identify as many relevant publications as possible, searching only open access publications is absolutely counterproductive. In the future, validated open access filters for various databases and library catalogues would be desirable.

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Competing interests

The authors declare that there is no competing interest.

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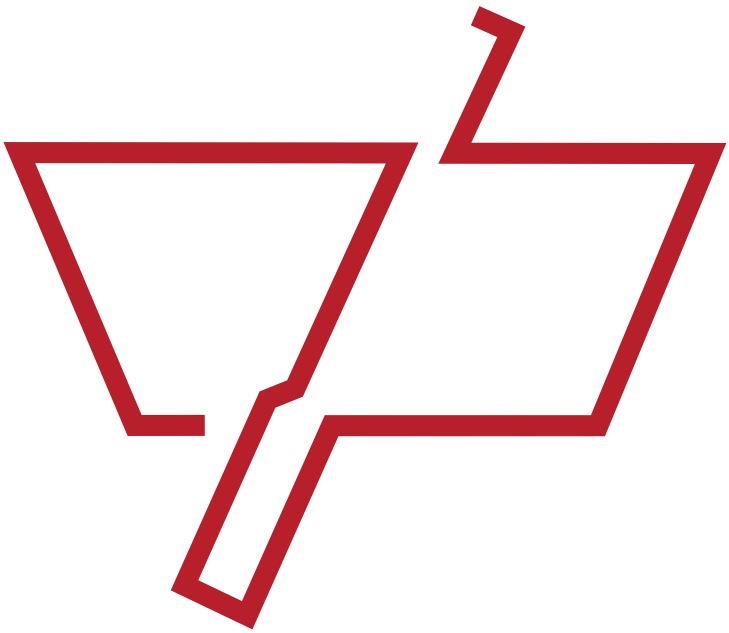
EAHIL



2020

Be **O**pen
Act **T**ogether

17th EAHIL Conference
Łódź — Poland

POSTPONED
until Autumn 2020

Dear EAHIL Community

The International Programme Committee and the Local Organising Committee for the **17 th EAHIL Conference** are pleased to invite you to Łódź (Lodz), Poland in **Autumn 2020**.
Due to the coronavirus (COVID-19) pandemic, the Local Organising Committee of 2020 EAHIL in Lodz has decided to postpone the event to the autumn of 2020.

The conference will be hosted by the Information and Library Center of the Medical University of Lodz and will take place in Vienna House Andel's Lodz.

The main theme of the conference is Open Science: **B**e **O**pen, **A**ct **T**ogether and we have prepared for you a rich and incredibly interesting programme. You can choose from 8 various continuing education courses (CECs), 6 interactive workshops and 30+ presentations.
EAHIL 2020 keynote speakers will be:

- **Daniel Margocsy**, Cambridge University
- **Natalia Manola**, OpenAIRE
- **Emanuel Kulczycki**, Adam Mickiewicz University Poznań

The detailed schedule is available for you at our website: www.eahil2020.wordpress.com

To make it possible for you to get to know Lodz better, we invite you to take part in one of 5 very interesting city tours:

- **Priest's Mill/Herbst Palace**
- **Piotrkowska street**
- **Lodz – city of film**
- **Bicycle Tour – street art**
- **The University of Lodz Main Library & The Information and Library Center, The Medical University of Lodz**

You will find the registration form at our website: www.eahil2020.wordpress.com

Stay updated at:
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@**eahil**
@**eahil_2020**

MEDICAL UNIVERSITY OF LODZ

Fumed
Foundation for the Medical University of Lodz

Nofer Institute of Occupational Medicine

Artificial Intelligence (AI) – What is it and what does it do?

Tiina Heino
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Artificial Intelligence (AI) is coming big and it is time to find out what it is and what it does. In Helsinki, there have been several seminars about AI but we wanted to bring this theme as close as possible to our members and to our profession – it's in our nature to understand new developments and be in the front line to put them in practice! So how to fix this? Why not having AI as a main topic in our annual seminar?

Bibliothecarii Medicinae Fenniae (BMF, https://bmf.fi/briefly-in-english/) is a professional association for medical and health librarians and information professionals in Finland. The association was established in 1980 and its main goals are to help the members create professional networks, to develop their professional skills, to promote medical and health library activities and to support development and innovations in medical and health libraries and information services. BMF is a member association of The Federation of Finnish Learned Societies (established in 1899), a national co-operative body for learned societies in Finland. In the center of Helsinki, the federation has an own house that the member associations can use. https://www.tsv.fi/en

AI is a big and hot topic now and we were lucky to get very good speakers.

As a President of our association, I had the opportunity to open the seminar. I used the moment and asked all participants to fill in a mini SWOT for themselves, to reflect their thoughts during the day (SWOT table: Strengths, Weaknesses, Opportunities and Threats).

First presentation was by our colleague Jukka Englund (the Chief Information Specialist at the Medical Campus Library of the Helsinki University Library): "Patent information for efficient use: artificial intelligence supporting and commercializing research – Teqmine AI". At the Helsinki University Library, we have subscribed Teqmine https://teqmine.com/ . The idea of Teqmine is to bring the valuable information in patents for use in an easy way. Teqmine is developed by a Finnish startup company and its use is information secure. When searching information for new ideas, you should not search in Google, while it gathers information about the searches made by us, the good idea might end up elsewhere!

The next topic was about a chat bot: "LibBotti – a bot as a customer service staff", presented by Information System Specialist Minna Kivinen (Häme University of Applied Sciences HAMK https://www.hamk.fi/?lang=en). Minna told that LibBotti was initially brought into use because the offices of the library of HAMK were shut in the summer; the customers could at least inquire simple matters. Even though the web pages have information and LibBotti in its answers refers to them, it helps to guide the questioner forward. Minna told that the information in their web pages got much better and clearer after the LibBotti project.

It is important to regard our vendors/sponsors as our colleagues: we use their products and we want to develop these programs together. We were lucky to have very good sponsors. With their support we could treat morning and afternoon coffee and lunch to our participants. Reciprocally, we got interesting contribution to our programme while our sponsors had a possibility to present their latest products relevant to the topic of the seminar. Regional Sales Manager Veera Mujunen (EBSCO Health) told us how also nurses could benefit from the DynaMed service.

Regional Manager (Northern Europe) Séverine Maes (Karger, Medical and Scientific Publishers) presented first the Quertle artificial intelligence-based search and then the ways how Karger promotes Open Access.

From Wolters Kluwer|Ovid, we had Customer Success – Consultant Tarja Huttunen demonstrating the

VisualDx and DermExpert joint service which uses artificial intelligence in diagnosing.
The day continued with very interesting topics. The Head of Research Services Ella Bingham (Aalto University https://people.aalto.fi/ella.bingham), who has a background in AI research, initiated us in the basics of the artificial intelligence. She had several concrete interesting examples. For instance, she showed us a video where a robot was a debater who goes through studies on the subject and then will present arguments to human debaters: it thinks a while, studies and then justifies the following claim. Ella also presented us Peace Machine which is a project to use artificial intelligence to create a more peaceful world. Many conflicts start because of misunderstandings (https://peacemachine.net/).“The Peace Machine vision is to use AI technologies to release human potential and support emotional, ethical, and cultural development. We develop future AI technologies that be used to reduce violence, oppression and destructive conflict.”
The last presentation of the day was given by Information System Specialist Osma Suominen (National Library in Finland): Annif – a tool for automatic indexing and classification (http://annif.org/). Also this one was a really interesting subject!
It was a good day and we discussed a lot! The artificial intelligence wakes thoughts. The more you know about it the more you understand it. As our day showed, you start to understand how and when it is worth to use it.
Some pickups from mini-SWOTs:
Strengths:
- misunderstandings are often reasons for conflicts, maybe these misunderstandings could be avoided with the help of AI?
- utilizing AI with big information masses

Threat:
- face identification in non-democracies and underdeveloped legal systems

Let us take good care of our networks and support our colleagues – together we are strong! No need to hesitate in front of new things, when doing together learning and understanding can be fun, too!
Presentations in Finnish: https://bmf.fi/toiminta-ja-tapahtumat/
The Elements of AI (MOOC): https://www.elementsofai.com/

Fig. 1. *Tiina Heino and Séverine Maes, Regional Manager, Karger, Medical and Scientific Publishers. Photo by Katri Larmo, Information Specialist, Helsinki University Library.*

Letter from the President

Maurella Della Seta

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Dear EAHIL Colleagues,

First, I wish you all a wonderful 2020, with the beginning of a new decade that, we all hope, will be a peaceful and prosperous one.

Unfortunately, the decade has opened with an alarming issue in global health. Many European health systems are now addressing the challenge of the new coronavirus epidemics. Some of you may be very busy supporting the work of the healthcare professionals and of the researchers. I am sure that all your libraries are ready to respond to your users' needs, facilitating them in their fight against this newly identified enemy. Good information is always necessary and useful in a time in which fake news is easily available on the Web, unnecessarily confusing and alerting the population. Among our librarian's duties, there is the task of informing correctly and providing advice on proven and reliable sources of information.

SOME NEWS ABOUT OUR ASSOCIATION

Elections for President and Board

Two thousand twenty will be another election year. This spring EAHIL needs to elect President, four Executive Board member, and two co-opted Board members for terms starting in 2021. The voting period will be in May (**4-31 May 2020; voting to happen in FormDesk**), and the outcomes will be announced at the General Assembly in Lodz, Poland. The newly elected people will take up their roles in January 2021. As you can see in this number of JEAHIL, in the website, and in the e-mails that you received, the Nominations period will be between **9 March and 24 April 2020**. Therefore, think about being a candidate or about colleagues that might be happy to be a candidate for the next elections.

If you wish to know more about the Board members role descriptors, they are available at http://eahil.eu/wp-content/uploads/2020/03/EAHIL-Board-role-descriptors-20200309.pdf

There will be an orientation and hand-over period so don't worry, you will receive all the support you need. Remember to vote in the voting period.

Update your membership record

In order to vote in this year's elections, your membership record must be active. Please update your membership record details and above all, you e-mail address at the following URL:
https://fd8.formdesk.com/EAHIL/membership.

Elections for Council members

The nominations and voting for Council members for each country where there are vacancies will be in late summer and autumn. The new Councillors will begin their terms in January 2021. You are strongly encouraged to consider becoming a Councillor for your country or suggesting possible candidates among your colleagues.

International Programme Committee (IPC) Meeting in Lodz, Poland, 26-28 November 2019

We had two and half days of intense work, examining and selecting the presentations, posters and continuing education courses, in order to accept them for the next EAHIL Conference in Lodz, Poland. The IPC and the Local Organising Committee are doing an excellent work, to ensure an interesting and informing conference. There were more than 120 submissions and over 30 contributions were accepted as oral presentations. Other submissions were accepted as continuing education courses, interactive workshops, and posters: all of them will contribute to making the programme interesting, up-to-date and valuable. The scientific programme will be online in February on the website of the Conference, together with the social programme, which will include visits to museums, libraries and other cultural attractions in Lodz. The IPC also had the opportunity to visit the venue of the Conference. It will be the Vienna House Andel's hotel, situated in a neighbourhood of Lodz called the Manufaktura (an old industrial site reborn to a new life as commercial and touristic zone). It is a very modern and architecturally interesting building, with plenty of meeting rooms and facilities for the conference. EAHIL participants will have the possibility of booking their rooms at Vienna House Andel's hotel at a special price for the occasion. The IPC also had the possibility of visiting the Information and Library Centre of the Medical University of Lodz, a very modern user-oriented library, with a bright-coloured decor, which allowed us to forget the grey external sky. I am happy to inform you that also this year we were able to offer seven scholarships, jointly sponsored by EAHIL and EBSCO. Many of you will benefit from the discounted registration fee for the early birds, as soon as the registration opens.

FUTURE EAHIL EVENTS

I have the pleasure of informing you that the Board approved the location of the next EAHIL Conference in 2022. It will be in Rotterdam, the Netherlands. Thank you to our Dutch colleagues, in particular to Wichor Bramer, Chair of the Local Organizing Committee for formulating a detailed and very appealing proposal.

The future EAHIL events will be then:

- **2021 EAHIL Workshop:** Marmara University, Istanbul, Turkey
- **2022 EAHIL Conference:** Erasmus Medical Centre, Rotterdam, The Netherlands
- **2023 EAHIL Workshop:** Norwegian University of Science and Technology University Library, Trondheim, Norway

I really hope to see you in the near future.

Maurella

Fig. 1. *The International Programme Committee Meeting in Lodz, 26-28 November 2019, at the Information and Library Centre of the Medical University of Lodz.*

Fig. 2. *The Executive Board at the meeting in Stockholm, 5-6 March 2020.*

EAHIL President and Board elections 2020

Call for nominations

We seek nominations for the election of President (2021-2022) and Board members (2021-2024).

We will have vacancies for President, four executive Board members, and two co-opted Board members (EAHIL co-opts the two un-elected candidates with the highest number of votes as non-executive Board members for a two-year period.)

Nominations process

Deadline for nominations: 24 April 2020.

Nomination form (Word): http://eahil.eu/wp-content/uploads/2020/03/Board-election_2020_Nomination-form.docx

Nomination forms should be submitted not later than 24 April 2020 11:59 Central European Time.

Completed forms should be sent by email to EAHIL-secr@list.ecompass.nl

EAHIL members working in Council of Europe countries are eligible to be nominees or nominators. Nominators do not have to be from the same country as the nominee (unlike in Council elections)

Voting process

Voting will be open from 4 May to 31 May 2020.

The outcomes of the election will be announced at the General Assembly in Łódź in June 2020.

For the voting, all members will receive an email providing a link to the voting form linked to the member database.

What's involved with being President or a member of the Board?

The Board has developed a set of role descriptors to help with understanding the sorts of activities and time commitment – please see:

http://eahil.eu/wp-content/uploads/2020/03/EAHIL-Board-role-descriptors-20200309.pdf

Please feel free to contact any member of the current Board if you would like to have an informal chat about the work.

You may find current Board members at: http://eahil.eu/about-eahil/executive-board/

New President and Board members will receive support in taking up the roles. There will be an orientation and hand-over period, and we have an operations manual that we are regularly updating. So, please do not let lack of experience on the Board put you off!

If you have any problems, questions or find any errors please contact Marshall Dozier or the EAHIL Board at EAHIL-secr@list.ecompass.nl

EAHIL depends on active members to keep the Association thriving and developing - please consider standing for election to help EAHIL thrive and develop!

Marshall Dozier
EAHIL Past President

Update from the National Library of Medicine

Dianne Babski
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National Library of Medicine
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http://www.nlm.nih.gov/

As you may recall from previous issues, we have many changes happening in our Library as a result of the 2017-27 NLM Strategic Plan. In this issue, I thought I would share a couple of changes to key personnel in two of our major divisions, Library Operations and the National Center for Biotechnology Information.

Joyce Backus retired as Associate Director for Library Operations on February 28, 2020. Ms. Backus arrived at NLM as a graduate student in October of 1983 and, except for a brief policy position with the American Library Association Washington Office in 1985, served her entire career at NLM. A variety of positions allowed her to explore and capitalize on her interests in measuring user behavior, product ownership, workforce management and organizational leadership. She has served as the Associate Director since 2012 and before that, served in positions that included the Deputy Associate Director for LO, the Deputy Chief of the Public Services Division, and Head of the Reference and Web Services Section, among others. Ms. Backus is the executive secretary to the federal advisory committee recommending journals for MEDLINE (Literature Selection Technical Review Committee or LSTRC) and has represented NLM to the International Committee of Medical Journal Editors, the Association of Research Libraries, and the Association of Academic Health Sciences Libraries. She has an AB degree in sociology and English from Duke University and an MSLS from The Catholica University of America.

Dianne Babski has been selected to serve as the Acting Associate Director for Library Operations (LO) following the retirement of Joyce Backus on February 28, 2020. As Acting Associate Director of LO, Ms. Babski is responsible for the budget, facilities, administration, and overall management of one of NLM's largest divisions. She is responsible for more than 450 staff who provide health information services to a global audience of health care professionals, researchers, administrators, students, historians, patients, and the public. In her acting role, Ms. Babski oversees a national network of over 8,000 academic health science libraries, hospital and public libraries, and community organizations to improve access to health information. Ms. Babski will also serve as the Scientific Review Administrator to the federal advisory committee recommending journals for MEDLINE (Literature Selection Technical Review Committee) and will represent NLM to the International Committee of Medical Journal Editors and the Association of Research Libraries. Ms. Babski has served as the Deputy Associate Director for LO since April 2013. As Deputy, she led the inaugural year for the Data Science @NLM Training Program for NLM staff, served as acting head of the Coordinating Office of the National Network of Libraries of Medicine, and Acting Head of the National Information Center on Health Services Research & Health Care Technology. Prior to joining NLM in 2005, Ms. Babski worked in the Scientific Review Program of the National Institute of Allergy and Infectious Diseases, developing peer review tools and database resources. She also worked on the NASA SPACELINE data

project that supplied space life sciences citations and indexing to MEDLINE. She has a BS and MIM from the University of Maryland, College Park.

Dr. James Ostell will retire from federal service on March 31, 2020. He earned a Ph.D. in molecular biology at Harvard University, then established a successful commercial software package for molecular biologists, before he was recruited to NLM at the creation of the National Center for Biotechnology Information (NCBI) in 1988. At the time NCBI consisted of 12 people, DNA sequencing was a slow, manual process, the public internet did not exist, data CDROM was a recent invention, and NCBI had no resource portfolio. Dr. Ostell created and led the group building production resources that became IEB, and which today runs the most consistently heavily used website in the federal government serving more than 5 million users a day at rates of 7000 web hits a second. He was actively involved in creating and managing resources which today are foundations of biomedical research and practice, including PubMed, PubMed Central, GenBank, RefSeq, GEO, dbGaP, dbSNP, ClinVar, Genetic Testing Registry, SRA, and BLAST among others. NCBI has grown to more than 700 staff, and Dr. Ostell has also managed several changes in organization and management to adjust to the changing scale and demands on the organization. In 2007 Dr. Ostell was inducted into the National Academies Institute of Medicine and made an NIH Distinguished Investigator in 2011. He became Director of NCBI in 2017.

Dr. Stephen Sherry will be the Acting Director of the National Center for Biotechnology Information (NCBI) on April 1, 2020. Dr. Sherry currently is the Deputy Director of the Data Services Division within NCBI's Information Engineering Branch, which is responsible for developing and operating all NCBI production services, with program areas spanning literature, sequences, chemistry, clinical research, and medical genetics. He earned his Ph.D. in Anthropology at the Pennsylvania State University in 1996, and post-doc'd at the Louisiana State University Medical Center until joining NCBI in 1998. Dr. Sherry leads an NCBI program to migrate NCBI's largest resource, the Sequence Read Archive, into the cloud with the transfer and management of petabyte-scale sequence data onto Amazon and Google clouds. He conducts research on the architecture of population genetic information to ensure NCBI human genetic information systems are both useful to researchers and respectful to the privacy of study participants.

We will miss Joyce and Jim and are appreciative for their many years of dedicated service to the Library. Steve and I have large shoes to fill but will put our best foot forward to continue their work and leadership in our respective Divisions.

US Medical Library Association report for EAHIL

Carol Lefebvre

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LATEST NEWS: MLA RESCHEDULED TO AUGUST 2020 - registration fees will be refunded until 15 July 2020

Focus on MLA '20: Portland, Oregon, US, 15-19 August 2020
https://www.mlanet.org/meeting

Whatever the source may be of the quotation "May you live in interesting times", there is no doubt that we are currently living in very interesting times indeed, as countries close their borders, quarantine their visitors and in effect curfew their own people.

This is an especially difficult time for meeting organizers and the US Medical Library Association has taken the very difficult but, I think, wholly necessary decision to postpone MLA from May 2020 to August 2020. This will be only the fifth time that MLA will be held outside the more regular March to June window, since its inception in 1898. This will be the 120th Annual Meeting and as such should be a landmark event.

It is essential to understand that MLA has published a commitment to refund all registration fees, until the new **early bird registration date of 15 July 2020**, for those for whom the new date is not acceptable and for those who are no longer able to or who no longer wish to travel.
https://www.mlanet.org/mla20

It is as yet unclear what will happen if MLA has to cancel the event AFTER the early bird registration date of 15 July 2020 but further information will be posted on the meeting home page as the weeks go by.

I would ask you to support MLA at this difficult time and try to support their efforts in ensuring that MLA still goes ahead. Please do consider attending in person, given the reassurances above, or if that is not possible, please consider attending remotely by registering for the e-conference option. You may have conference funds in your budgets that you have been unable to spend on attending conferences in person this year, so, do please consider using those funds to register for the MLA e-conference option.

In the light of COVID-19, MLA are planning what they refer to as an enhanced e-Conference option for MLA '20 and are subsequently delaying the availability of the e-Conference registration until closer to the meeting.
https://www.mlanet.org/mla20

It is hard to write very much at this time about the proposed programme for MLA '20 in August 2020 as the date change has only just been announced and in the coming weeks MLA will need to reconfirm all the presenters. Normally the conference would expect to attract c. 2,500 participants including delegates and over 100 exhibitors.

There will be c. 100 papers presented, in addition to posters and **Lightning Talks**. These are five-minute presentations and focus on one main topic, submitted as either a research abstract or a programme description abstract. Submissions for the Lightning Talks closed in January this year, i.e. prior to publication of this article but please bear this in mind for future years, as this later deadline for these presentations (c. 3 months after the standard deadline for oral presentations) can be beneficial for international visitors who may not have their funding confirmed well enough in advance to commit to submitting under the general call for abstracts.

This year there will also be **Immersion sessions**, described as follows. *"They are intended to: provide an in-depth perspective on areas of interest to MLA members. They are your chance to design and offer the programming that you want to see. Immersion sessions should strive for excellent engagement and can vary in format from a panel of invited speakers to a single invited speaker, a facilitated book discussion, as well as less-conventional sessions like an "unconference" or flipped session. The only type of programming excluded from immersion sessions are paper presentations."* It is envisaged that c. 20 sessions will be held as Immersion sessions this year. These were an innovation in the 2019 MLA programme.

A Preliminary Programme and Schedule at a Glance will be made available shortly.
https://www.mlanet.org/p/cm/ld/fid=1543

Networking Events normally offered and to be confirmed in the coming weeks are likely to include:
Welcome Reception and Opening of the Hall of Exhibits
New Members/First-Time Attendees event
International Visitors' event.

Dinner Dine Arounds may also be offered again this year by the Local Assistance Committee – to be confirmed.

Conference registration is open at the link below this paragraph. There is a discount for EAHIL members through EAHIL's association with MLA. The **fully inclusive meeting registration package** is **685 US dollars** (reduced from 959 US dollars for 'non-members'). There is no reduced 'conference only' package (excluding the conference dinner) this year as the conference dinner is being replaced by a networking reception open to all delegates. For those of you for whom, even with these discounts, the travel costs remain prohibitive, there is an individual **e-Conference** registration, as noted above – for which the fee and enhanced content remain to be announced. These rates apply until 15 July 2020, after which higher rates apply. Additionally, **Institutional e-Conference Licences** will be offered for those who wish to share video and audio presentations with staff and colleagues at training sessions. (Note: the individual "e-Conference" rate is just what it says – individual! Not for sharing with your colleagues!)
https://www.mlanet.org/p/cm/ld/fid=1653

Continuing Education courses: these will most likely take place on Saturday 15 August (1000-1700) and Sunday 16 August (0800-1500). There will, as ever, be a very wide range of courses, typical of MLA annual meetings (17 courses expected this year). You do not have to register for the conference to register for these courses. There are suites of courses on popular topics allowing delegates to sign up for a number of related courses and these are marked by a special icon in the programme. These suites of courses include:

Data Management: these courses provide the latest information and resources in the field of data management.
Diversity and Inclusion: these courses provide ideas to develop and implement diverse and inclusive strategies to improve your workplace.
Evidenced-based Practice: these courses emphasize the librarian's role in the practice of evidence-based health care.
Expert Searcher: these courses emphasize librarians' roles as expert searchers in health care and biomedical research.
Management: these courses address topics relevant to library administration for current managers and individuals interested in management.
https://www.mlanet.org/p/cm/ld/fid=1643

The **MLA '20 Blog** will provide coverage of a range of topics including programme sessions, plenary sessions, exhibition activity and social events, before, during and after the meeting.
https://www.mlanet.org/p/bl/et/blogid=136

Additionally, you can follow the meeting on **Twitter** with the MLA '20 hashtag **#mlanet20** and follow MLA more generally on **Facebook** at https://www.facebook.com/MedicalLibraryAssn

Future MLA annual meetings - dates for your diary:
Washington, DC, 21-26 May 2021
New Orleans, Louisiana 2-7 May 2022

Membership of MLA
MLA offers International Membership to individuals at a reduced rate. This category applies if you work or have worked in a health- or health information-related environment and live outside the US or Canada. The current annual subscription rate for International Membership is 150 US dollars (or 25 US dollars if you are from a HINARI-eligible Group A or Group B country).
https://www.mlanet.org/join

News and publications from MLA
The latest issue of the Journal of the Medical Library Association (JMLA) (Volume 108 (1) January 2020) is now available (open access) at:
https://www.ncbi.nlm.nih.gov/pmc/journals/93/latest/

Open access to back issues of the JMLA (and its predecessors back to 1898) is available from: https://www.ncbi.nlm.nih.gov/pmc/journals/93/

Preprints of articles from the forthcoming issue of the JMLA are no longer available. JMLA does, however, encourage self-archiving at any point in the manuscript preparation or peer review process:
http://jmla.mlanet.org/ojs/jmla/article/view/877

MLAConnect is MLA's members-only e-mail newsletter and is circulated weekly. The online version now displays all articles to which members have access, including from blogs of MLA sections and is updated continually. Most articles are restricted to MLA members and/or to members of specific MLA sections. For the most complete display of articles, you need to login with your MLA username and password.

COLOPHON

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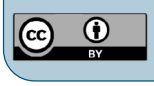
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