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Health libraries in the post-pandemic world

Federica Napolitani

Editor in Chief

Istituto Superiore di Sanità, Rome, Italy

Is it too early to talk about libraries in the post-pandemic world?

Maybe yes or maybe it is still not possible to have that perspective that one has when a sufficient amount of time has passed and one is able to see things from afar and as a whole. We should have a distance tool such as Google Earth to be able to step-back and look at the new reality, the so-called "new normal", as a whole and then zoom in on the different contexts and countries to grasp and observe similarities, differences and relationships.

The theme is certainly current, you just need to go online to see how many articles, blogs, podcasts and even webinars are emerging on this topic with the aim of analyzing the changing roles of post-pandemic libraries. What opportunities and changes that the pandemic has brought in terms of library services, of library spaces, of students' needs, of innovative strategies and emerging technologies (not least the challenge of artificial intelligence).

During the pandemic, libraries have learned to be more agile and flexible, and to strengthen their ability to outreach, to collaborate and to share both competencies and services. New hybrid working models and many adjustments in the workflows helped keep the pace with the changes caused by the pandemic.

But what has remained of all the transformations which occurred during the pandemic? Which will impact and reshape the profession of librarianship and information specialist in the coming post-pandemic years?

The three articles published in this *JEAHIL* issue offer interesting insights into these important questions.

I wish to thank the authors for sharing with the EAHIL community their experiences and thoughts.

Ülle Kuuse, Eve Pohlak and Angela Räis (Tallinn Health Care College, Tallin, Estonia) ask themselves if the pandemic has made librarians step out of frames. Certainly they had to adapt to the new situation and to create innovative ways to further support teaching and research activities within the College.

Nicole Capdarest-Arest (University of California, Davis, USA) in the paper titled "Sharing COVID-19 experiences of health information and library professionals" reports about the discussions related to how the pandemic affected health information and library professionals and their institutions, during the workshop "Libraries After COVID-19: a Learning Conversation" held at the EAHIL 2022 Rotterdam Conference. Difficulties, positive outcomes and a "navigate the future" conversation are reported.

In the third paper published in this issue, Malin Ekstrand and Monika Janvari (the Swedish School of Sport and Health Sciences, Stockholm, Sweden), make some interesting considerations on the current situation of their library after the pandemic and in particular, they observed a drop in library visits and library use, and reflect on the students' behaviour and on "providing a user-oriented library where digital and hybrid spaces coexist".

Also in this issue of *JEAHIL*, the Letter from Lotta Haglund President of EAHIL, a report from the EAHIL Evidence-Based Information Group, the US MLA report from Carol Lefebvre, a review by Gerhard Bissels

of the book Metadata for digital collections, the column “Publications and New Products” by Annarita Barbaro and an In Memory of Tomas Allen (1961-2022), whom we, EAHIL members, will always treasure in our hearts.

Please have a look at the future issues themes and start writing! It is an excellent opportunity for you to share your knowledge and your innovative ideas about the future (see, in particular, the theme of June 2023 issue).

Future JEAHIL issues

Issue	Theme	Deadline
2023		
1 (March)	No-theme issue	5 February 2023
2 (June)	“A look to the future” How do medical librarians view the future?*	5 May 2023

* *Provisional title*

One last thing, the call for a new *JEAHIL* Editor in Chief is still [online](#). I wish to express my gratitude for those who expressed their interest and I am sure a new, competent and passionate EiC will soon be appointed.

*I wish you and your family all the best for the New Year
and peace on Earth
Federica*

The pandemic made librarians step out of frames

Ülle Kuuse, Eve Pohlak and Angela Räis

Tallinn Health Care College, Tallin, Estonia

Abstract

Major changes in the world in the last few years have resulted in new services provided by the library of Tallinn Health Care College, as well as in other libraries. This paper presents the ways how the librarians of the College's library are adapting to current new situation, and how it has caused librarians to create innovative ways to further support teaching and research activities in the College. In addition, the requirements of the College offer challenges for librarians, which lead to step out of the frames and test themselves in their new roles. This paper also demonstrates the role of the librarians as teachers and gives a quick overview of different activities the librarians are engaged in the library of Tallinn Health Care College.

Key words: *Tallinn Health Care College Library; library services; teaching; pandemics.*

Introduction

The library of Tallinn Health Care College (<https://www.ttk.ee/en/library/tallinn-health-care-college-library>) is a professional library, which collects, maintains, and makes the health care literature and databases available for users. The library forms the books in accordance with the specialities trained in the Tallinn Health Care College: nurse, midwife, assistant pharmacist, optometrist, dental technician, occupational therapist, health promotion, emergency medical technician, care worker, assistive technology specialist, client worker for people with mental health problems, sterilisation technician, child minder, dental assistant and assistant pharmacist (in English). It is located in two buildings: in the Tallinn study building and in the Kohtla-Järve structural unit. There are three employees in total – two librarians in Tallinn and one in Kohtla-Järve.

Stepping out of the frames

Major changes in the world have brought new services to the library of Tallinn Health Care College, as well as to all other libraries. The situation has made librarians think about the ways to further support teaching and research in the College. In addition, the requirements

of the College present challenges for librarians resulting in us to step out of the frames and test ourselves in a new role.

The measures and restrictions necessary to prevent the spread of the COVID-19 pandemic have been strictly adhered to. In order to protect librarians and visitors, compliance with the requirement of keeping a safe distance from others has become a daily occurrence, protective glass has been installed on the service counters, hands and common items have been disinfected. Some of the computers in the library have waterproof keyboards and a mouse, which the librarian cleans with detergent after each use.

The pandemic has shifted the focus of the library's main services. Communication and counselling by computer and telephone have been brought to the forefront. Active direct contacts with library users have remained more in the background.

A non-contact borrowing of the collections items is in use. The request to borrow is submitted via e-mail or by telephone. Ordered collections items are there for the client on the agreed date, packed and marked by their names on the separate table marked as "Ordered collections items" (*Figure 1*) next to the front door of the College.

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Fig. 1. *The table of ordered items.*

Photo: Eve Poblak

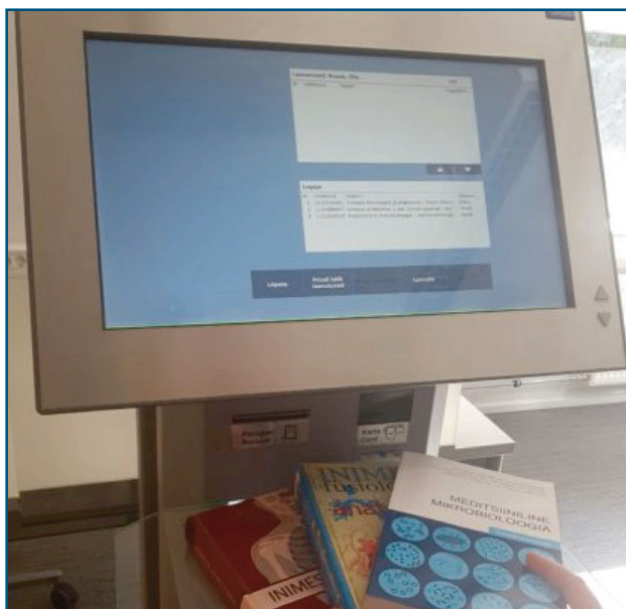


Fig. 2. *Self-service borrowing machine.*

Photo: Eve Poblak

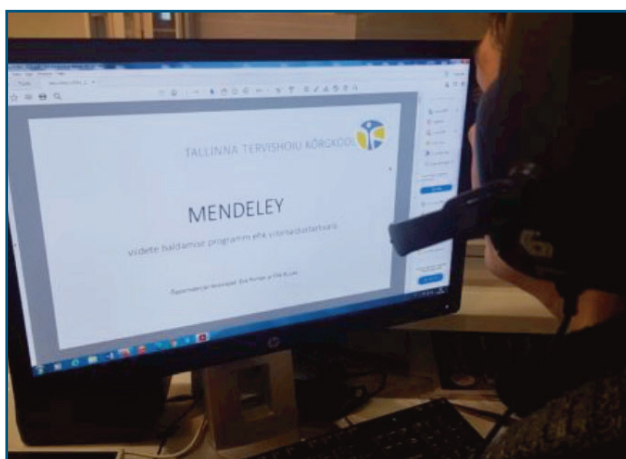


Fig. 3. *In the role of a teacher.*

Photo: Ülle Kuuse

It is also possible to borrow books and journals without visiting the college. For this purpose, the service of postal parcel machine has been introduced, which is handled by two employees of the library. Contactless returns are also preferred – the specially marked book locker has been in use for some time. Also, more and more borrowed items have been returned by post – both as a shipment to a postal office or to a parcel machine. The big innovation is the transition of the Tallinn study building library to the RFID system, which created a remarkable amount of additional work to the employees – new security elements had to be installed into the books and journals and the system had to be established.

The new self-service borrowing machine (based on the RFID system) currently saves a lot of time, allowing the reader to borrow several items at once (*Figure 2*). For those who prefer to visit library and work on-the-spot, the library of the Tallinn study building has six individual working rooms and two rooms for group work in addition to public area. Those who would like to use it, can reserve a room by themselves through the new reservation system via Internet.

In the role of a teacher

Every year the librarians have given a lecture on library services and information search to the first-year students of the College within the subject “Introduction to Learning”. In this pandemic situation, all lectures were conducted as e-learning.

The new challenge for the librarians was to prepare and conduct part-time lectures for first-year nurses in the subject “Basics of Research I”.

The subject consisted of three major parts, conducted by a total of nine lecturers. Each librarian received one group of students (40 students).

The topics of the lectures were information search, use of statistical databases, preparation and formatting of student papers, including references based on reference management software Mendeley (*Figure 3*).

Thus, it was first necessary to acquire the topics, to find out how to create and conduct lectures in Zoom, and to learn to use a learning platform Moodle, where you can share information and study materials for your course and evaluate students' independent works (120 per group). Also, teaching materials, instructions and exercises had to be prepared for the students.

Thus, it was first necessary to acquire the topics, to find out how to create and conduct lectures in Zoom, and to learn to use a learning platform Moodle, where you can share information and study materials for your course and evaluate students' independent works (120 per group). Also, teaching materials, instructions and exercises had to be prepared for the students.

The assessments of the students who successfully completed the three parts were confirmed by the librarian in the study information system Tahvel in the summary assessment protocol. Those who have not passed the subject can submit their works later individually. Latter means that in case of every new positive grade, the librarian should create a new protocol in Tahvel. The last protocol is approved at the end of the academic year.

In-house training

The College also provides in-house training for the employees. The topics of trainings organized by librarians are the services provided by the library and the completion of the Estonian research information system ETIS (<https://www.etis.ee/Portal/News/Index?IsLandingPage=true&lang=ENG>). In addition, an e-course on information retrieval has been prepared and it is also available for a fee to everyone who is interested, as a part of in-service training.

It has been necessary to manage e-resources more than ever before. For this purpose, the section E-articles was developed, it is on the library's web page in the part of e-resources, which is constantly updated with references to free-access online resources and e-articles.

The Facebook page of the library of Tallinn Health Care College (<https://www.facebook.com/tallinnaterishoiukorgkooliraamatukogu/>) was also created for transmission of information. It covers recent literature, broadcasts library information and conducts a search game "Missing Urr", where you have to find a post in which the College mascot Urr hides. A series of quizzes was launched since 2020 to introduce the library's services and information search capabilities to anyone interested in (incl. outside the College). The questions are prepared on the topics of the College, library, health care and information retrieval. The feedback for this quiz has been very good.

Work with ETIS

An important part of the institution of professional higher education is research, including writing and

publishing research articles and conducting applied research. This data is reflected in ETIS. Two librarians are College's ETIS administrators. The staff of the college inserts the data of their publications that have been published in print – this data must be checked and confirmed. Data on applied research conducted at College is inserted and validated in ETIS by one librarian. For example, in 2020, 136 publications by College staff were published in journals, conference proceedings or books, and 32 applied research is currently underway.

In order to introduce applied research conducted at the College and to give ideas and experiences to colleagues, librarians organized a discussion group entitled "Using research in the study process: on the example of research conducted at Tallinn Health Care College". The purpose of the discussion was to give an overview of the research carried out, the publications published on it and their use in teaching process. In the first discussion in February 2021, the lecturer of the Chair of Nursing introduced the applied research "Research on Nursing Documentation and the Application of Research Results in the Study Process" and the lecturers of the midwifery curriculum spoke on "Challenges of Estonian Midwifery Teachers in Promoting Afghan Women's Health 2014-2022". The discussion took place in Zoom and there was a lot of interest in it. The discussion round will be held twice a year.

Kohtla-Järve structural unit's library

The task of the librarian of the College's Kohtla-Järve structural unit is also to organize in-service training at the College since the autumn of 2020. Also, on-demand training for institutions and free training provided by the Ministry of Education and Research should be organized. In addition to training adults, the College has co-operation agreements with several upper secondary schools – students in the class can take elective courses in health care topics. Necessary knowledge about the information system Juhan has been acquired, where curricula are entered, new trainings are added, and participants are registered. The librarian must find the way to the right target groups through the right channels to advertise the trainings offered, communicate with the instructors and ensure that the information reaches the participants. The training can take place in the Zoom environment or on

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site. If necessary, training-related materials will be prepared. Invoices must also be compiled and issued, certificates drawn up later and feedback collected. Organizing is not effortless, e.g., for free courses, people rush to register immediately and then cancel the registration in the last minute for various reasons. Therefore, the librarian's working weeks have sometimes been seven days long – it has often been necessary to search new participants in the last minute in order to reach the required participants' number. From the autumn 2020 to the summer of 2021, more than 500 people have completed in-service trainings.

Conclusions

During the pandemic, many services had to be taken to a new level and new skills had to be learned. Acquiring the role of a teacher and organizing in-service training has been a major challenge, but we think that we have coped well with this new situation. The work of College's librarians has also been appreciated by the library users – in a feedback survey conducted in 2020, 72% of respondents rated the quality of service as excellent and 24% as good. We think that working in the library is exciting and offers a lot of new challenges.

The Estonian Librarians Association recognized: The Action of the Year of 2021 in the professional library is the “New Challenges and Directions of the Library of Tallinn Health Care College to Support Studies at the College and the Transition to the RFID System” (Figure 4).



Fig. 4. *The Action of the Year of 2021 in the professional library. From left: Angela Räs, Ülle Kuuse and Eve Pohlak.*

Photo: Teet Malsroos.

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Sharing COVID-19 experiences of health information and library professionals: an EAHIL interactive workshop

Nicole Capdarest-Arest

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Abstract

Our annual EAHIL conference in June 2022 took place in Rotterdam, Netherlands – the first EAHIL conference to have an in-person component since our 2019 conference in Basel, Switzerland. The global COVID-19 pandemic affected health information and library professionals around the world. At the EAHIL 2022 conference, themed “Broaden the Horizons,” the workshop “Libraries After COVID-19: a Learning Conversation” was offered to bring health information and library professionals together to discuss themes related to how the pandemic affected them and their institutions and ideas for the future. Using workshop facilitation strategies adapted from design thinking and Liberating Structures, this interactive session surfaced common themes among participant experiences and various ideas for the continued evolution of library and information services in the “post-COVID world.”

Key words: COVID-19; cultural diversity; librarians; libraries, medical; organizational culture.

Introduction

Our annual EAHIL conference in June 2022 took place in Rotterdam, Netherlands – the first EAHIL conference to have an in-person component since our 2019 conference in Basel, Switzerland (thank you, Łódź, Poland, and Istanbul, Turkey, for hosting extraordinary virtual events!). The global COVID-19 pandemic affected health information and library professionals around the world. At the EAHIL 2022 conference, themed “Broaden the Horizons,” the workshop “Libraries After COVID-19: a Learning Conversation” was offered to bring health information and library professionals together to discuss themes related to how the pandemic affected them and their institutions and ideas for the future. Using workshop facilitation strategies borrowed from design thinking (1) and Liberating Structures (2), this interactive session showed common themes among participant experiences and various ideas for the continued future evolution of library and information services in the “post-COVID world.”

Background

The COVID-19 pandemic affected health information and library professionals and their institutions worldwide. Many institutions closed, while others remained open while navigating how to do so safely to protect workers and library users. Almost everyone radically changed their ways of working, teaching, and meeting with their communities, moving from the university, hospital, or organization setting to the online environment. Not only were we all trying to understand and cope with the emerging threats and evolving scientific understanding of the pandemic itself, but we also had to experiment with and learn new ways of working (3-6). After several years of “hunkering down” during the height of the pandemic and experimentation with leaning into the “new normal” as it has been termed (try it! – do an internet or scholarly search for: “new normal” AND COVID AND libraries), members of the EAHIL community came together in person for the first time in several years to share experiences and lessons gained, such that we can reflect and brainstorm ideas for coping with the next disruption and even thriving in this “new normal”.

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Session structure

As the facilitator of this session – “Libraries After COVID-19: a Learning Conversation” – and given the unprecedented challenges and experiences that our EAHIL community had been through during the height of the COVID-19 pandemic, it was essential to design a session that would allow participants to feel safe, included and engaged. Session inspiration and design were aimed to a) support participants’ reflection, b) allow time to continually refine session purposes and goals in real-time as the session unfolded, and c) foster non-judgmental, supportive conversation with equitable participation according to participant comfort. To create this type of session for participants, I leaned on my experience with design thinking (1) and Liberating Structures (2) to create an interactive EAHIL workshop designed for participants to share and learn from one another using guided exercises to explore topics such as:

- What was difficult during and after COVID-19, and did you find any unexpected solutions?
- What turned out as a positive outcome that you might not have explored if it wasn’t for the pandemic?
- If you faced another crisis in the next five years, what did you learn from COVID-19 that you would like to make sure you remember next time?
- Were there new things you tried during the pandemic that worked so well that you will keep doing them in the future? What needs to be done to make it happen?

Learning outcomes for the session were created to let participants know what to expect, as well as to focus the discussion. Since experiences related to COVID-19 could be rather broad, it was essential to provide some focus for the workshop in hopes that everyone could come away with some valuable ideas for moving forward into the future.

Session learning outcomes

By the end of this session, participants will be able to:

- illustrate various examples of how the COVID-19 pandemic challenged information professionals;
- describe examples of positive changes or opportunities resulting from the COVID-19 pandemic;

- discover ideas for increasing resilience;
- develop ideas for possible innovations in libraries and health information services.

The agenda for the session included the following:

1. session introduction, including group grounding (*Figure 1*) and design thinking exercises;
2. conversation café, modeled on the Conversation Café Liberating Structures exercise (2);
3. navigate the future discussion, modeled on the W³ Liberating Structures exercise (2);
4. sharing and wrap-up.

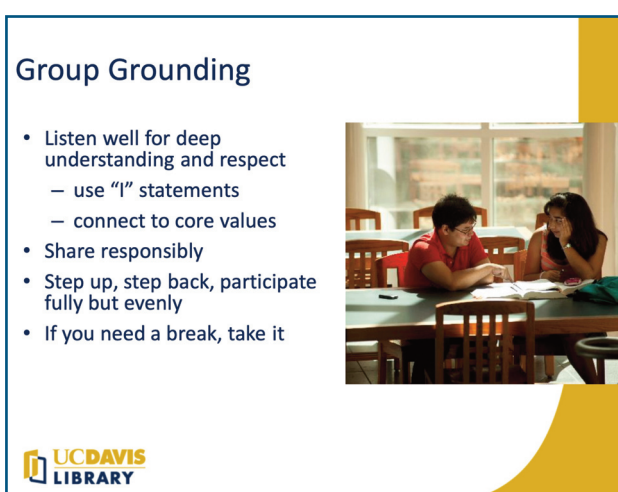


Fig. 1. Session introduction: group grounding.

During the introductory part of the session, we used design-thinking style activities (1) to foster a safe environment in the room and engage participants’ creative thinking (7). *Figure 2* shows a few artful and poignant stick drawings shared in response to the prompt: “Think back to 2020 when you first found out about the COVID-19 pandemic. Draw a stick figure of a person just finding out about the pandemic”. A simple, one-minute exercise requiring only markers and paper offered an easy way to loosen up, generate safe sharing, and prepare participants to interact.

The “conversation café” portion of the session centered on the questions:

- What was difficult during and after COVID-19, and did you find any unexpected solutions?

Feature Article

- What turned out as a positive outcome that you might not have explored if it wasn't for the pandemic?

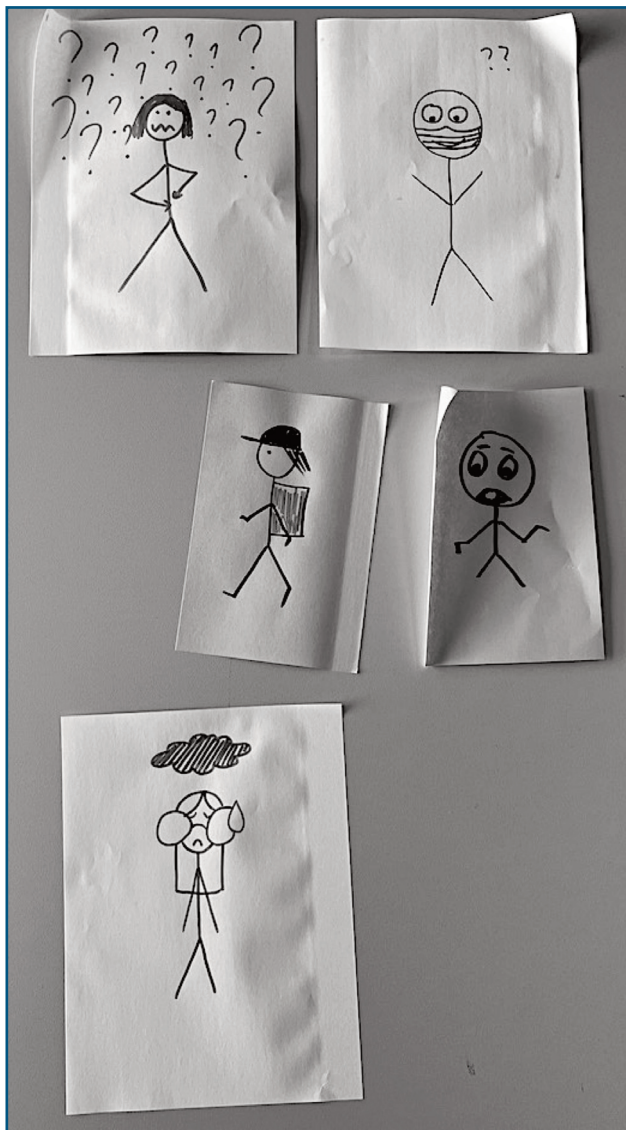


Fig. 2. Examples of a few artful stick drawings representing a person who just found out about the pandemic.

Participants broke into small groups, each with a “host” or facilitator who ensured equal participation. Talking objects - see the Conversation Café description in *Liberating Structures* (2) - were used to enhance focus and listening. This part of the session generated deep, personal sharing with respectful listening. Despite participants coming from all parts of the globe, we found many shared personal examples that allowed us to re-

alize the commonality of our experiences, despite the isolation of COVID-19 (particularly during the early part of the pandemic).

The “navigate the future” conversation shifted our discussion to the future. Using the W3 – “What, So What, Now What?” – conversation framework as a model for the next small group exercise, participants discussed how “what” happened (i.e., the COVID-19 pandemic) was significant (i.e., “so what?”), and then shared ideas for “now what” – impressions for what opportunities and positive outcomes may be emerging from such a traumatic worldwide event and how reflecting on our common experiences and thinking about how to move forward can help us build organizational resilience (8, 9). Ideas shared and key takeaways from the workshop about how to move forward or prepare for future environmental disruptions (pandemic or otherwise), included those listed below and are echoed in some of the research literature (4-6, 10):

- build a crisis response team (and don't build a new team for every crisis);
- keep hard copies of crucial information;
- build relationships beyond the library;
- communicate and share knowledge, including leaning into our expertise in locating and making quality information accessible;
- look for unexpected opportunities;
- look for balance (digital-physical; secure-open; work-life; quiet-stimulating; rest-active; reading-doing);
- get comfortable working and teaching remotely and hybrid – it's here to stay;
- meet users where they are; accessibility and inclusivity (in spaces and online) are critical;
- experiment with and advocate for opportunities for innovative online services and resource digitization, keeping in mind the diversity of our users;
- keep readjusting and be flexible (with technology, resources, and each other).

The session concluded with opportunities for all participants to hear and see all the ideas generated from each group, so all participants were left with the same takeaways.

Conclusions

The COVID-19 pandemic is a crisis of enormous proportions with profound effects felt worldwide. It is said

that out of crisis also come opportunities. Based on the active, engaged learning conversations during this EAHIL 2022 session, it is evident that our profession is ready to reflect and move forward into the “new normal” as the effects of COVID-19 begin to wane. To encourage creative thinking about how health information and library professionals can continue to evolve our resources and services, here are a few final design-thinking-inspired prompts for reflection or discussion:

- Empathize: What do the people we interact with want from us? What are their needs, and what goes through their minds when interacting with our services or resources?
- Define: What is a “problem” we would like to work on or improve to enhance our users’ experiences? Are we inspired to find a solution?
- Ideate: Brainstorm! How can we think about all types of solutions to uncover the broadest potential ideas for approaching the problem we’re trying to solve?
- Prototype: Can we create a small test case to see which of our ideas might be most helpful to our users? Can we break down a big solution into smaller parts to give it a try? There are no failed prototypes – each one will provide information that will get us to better solutions.
- Test: Try it! Get feedback on your prototypes, ideally within the actual context of what the user wants to do. Iteration is fundamental to creative solutions, so don’t be afraid to keep testing new ideas for service and resource delivery.

There will always be obstacles and challenges – big (like COVID-19) and small – that stand in our way or create disruption. By sharing and providing safe spaces for one another to discuss and develop new ideas to evolve our health information services and resources while also taking care of one another and ourselves, we have much potential to broaden our horizons and improve our communities’ access and use of information to improve health.

Submitted on invitation.

Accepted on 12 December 2022

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Reflections from a post-pandemic library

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Abstract

One of the many lessons learned from the COVID-19 pandemic is the importance of connecting and collaborating with students and staff in and outside the library. Because of COVID, the interaction was kept at a minimum and limited to the occasional zoom-based lectures or individual instructions. After reopening our library, we experienced a dramatic drop in library visits and library use. In this reflective text, we discuss the challenges we faced as we returned to a new normal.

Key words: COVID-19; distance learning; library instruction; disruption.

Introduction

As a library at the Swedish School of Sport and Health Sciences (GIH), we provide service to faculty and around 1400 students enrolled in undergraduate and graduate degree programs preparing for the teaching profession in Physical Education as well as for careers in Sports Coaching, Sport Management or Preventive Health. Before the pandemic, students were used to having their classes on campus and in-person learning. The library, centrally located on campus, was frequently used by students for lending books, studying or recreation. The small and intimate campus creates many informal encounters where students recognize you, chat for a while and then ask for support. During COVID, this all disappeared overnight.

In March 2020, COVID forced us to close our campus and turn to remote work and teaching. We could benefit from having many of our resources, such as databases and journal articles, already accessible online. Throughout COVID, we tried to maintain outreach and engagement with students. We offered drop-in support via zoom and marketed recurrent 15-minute online events to make library services visible to students. Looking back, the transition to a fully digital library with online support and instruction via zoom went better than anticipated.

Reopening the GIH library in a post-pandemic year

During the spring semester of 2022, teaching gradually returned to campus-based education, albeit activity on campus remained low. Our library returned to pre-pandemic opening hours, but it was estimated that campus life would return to normal in September. During spring, information literacy training was held in a hybrid form to maximize student availability on and off campus. From the start of the fall semester, all teaching at GIH was instructed to be held on campus, and we switched back to strictly campus-based training sessions. To maintain a digital presence, we continued to host our recurring online events in zoom and marketed these on campus and via our digital channels. Throughout both semesters, individual instructions were offered on campus or digitally via zoom, depending on the student's preferences.

Still, despite seeing our old students returning to campus and introducing the library to our new students, our library has echoed empty, and the number of questions at the information desk remained at a minimum. By November, we confirmed a 50% decrease in library visits and a 30% decrease in loans but an increase in website traffic (comparing data between the 1st of September to the 15th of November 2019 and 2022).

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We began our inquiries among teachers during informal meetings with faculty members. Most teachers agreed that fewer students were on campus. There had been no cuts in teaching hours, but some teachers used flipped learning and added pre-recorded lectures with longer seminars. The number of classes held on campus had therefore been reduced. Even though teachers encouraged their students to come to campus, they could accept zoom-based sessions for students with long-distance commuting.

Discussion

Meeting students where they are is a challenge for libraries on any given day, but not meeting our students for over two years has highlighted how susceptible we are to changes. Martzoukou argues that despite the numerous challenges COVID created, it can be seen as a catalyst for change and resifting of priorities. For academic librarians involved in information literacy training, a renewed mission is emerging, addressing access and connectivity to resources, designing for online education, and fostering the development of digital literacy (1).

Even though our transition to a fully digital library during COVID went well, we realize that our digital presence could be more robust. Singh et al. highlight the complexity of creating online instructions. Engaging learning environments need to be planned and designed carefully. As a result of the pandemic and the rapid transition to a new form of teaching, there wasn't enough time or knowledge to incorporate elements of online educational pedagogies. This resulted in students and educators reporting a lack of sense of community and a lack of student motivation (2).

We agree that we lost the sense of community with students because of the sudden shift from face-to-face to remote library teaching. Although library teaching continued online, the lack of instant feedback made the social elements of our profession clear. Ahlfeld writes that the physical space of a library is challenging to recreate virtually, as users depend on these spaces more than we might have previously believed (3). To us, this might have led to a lack of awareness among students of the full potential of library services and support provided. A prolonged interruption to campus

service may have challenged the traditional views of library services based on physical material and face-to-face interactions.

Also, from experience, we know that many students who enrol at GIH have their first encounters with an academic library. Students who enrolled at GIH during COVID had their first encounters online. As Scoulas write, the first year of college is vital to students' academic success and well-being, The pandemic altered the expected social interactions that would typically occur on campus and made navigating physical places more challenging (4). We believe first-year students with little experience visiting the physical library during the pandemic have more difficulty familiarising themselves with the library and lack a sense of belonging.

The educational settings have changed as teachers have shifted to a more hybrid way of teaching. These changes have probably impacted where students study and their space use. After the pandemic, students are not used to being on campus all day and want more flexible study methods. Could this be an answer to a decrease in library visits? The changes in students' behavioral patterns leave us uncertain about how to proceed with some of our pre-COVID plans, such as redesigning the library's physical space.

The importance of embedded libraries has been known for some time (5). It is an option to increase our outreach activities towards students. We need to promote our services and reexamine our students' needs. The pandemic has made us aware of the importance of interacting face-to-face, but also the importance of well-functioning online support. We need to strive towards a more flexible library which is accessible to all students with their different needs. Thus, stepping backwards into a pre-pandemic library is not an option.

Conclusions

Opening the post-pandemic library has been challenging, but we feel encouraged to investigate new ways to increase the activity in our library. As a small library, we're more sensitive to changes in our surroundings, such as the ones created by COVID and the post-pandemic changes to educational practices. However, one

Feature Article

of the benefits of being small is that it is easy to test and use the knowledge gained from learning experiences such as COVID.

We are still unsure whether the library usage change is a temporary dip or a permanent state. Further investigation is needed regarding our student's changed library patterns and whether it remains over time. We need to integrate embedded librarianship into students' user communities to understand student needs better and provide prompt support. Then we can start planning to re-design our library services, regardless of whether these are in our physical library or online. Most of all, we look forward to providing a user-oriented library where digital and hybrid spaces coexist.

Submitted on invitation.

Accepted on 12 December 2022.

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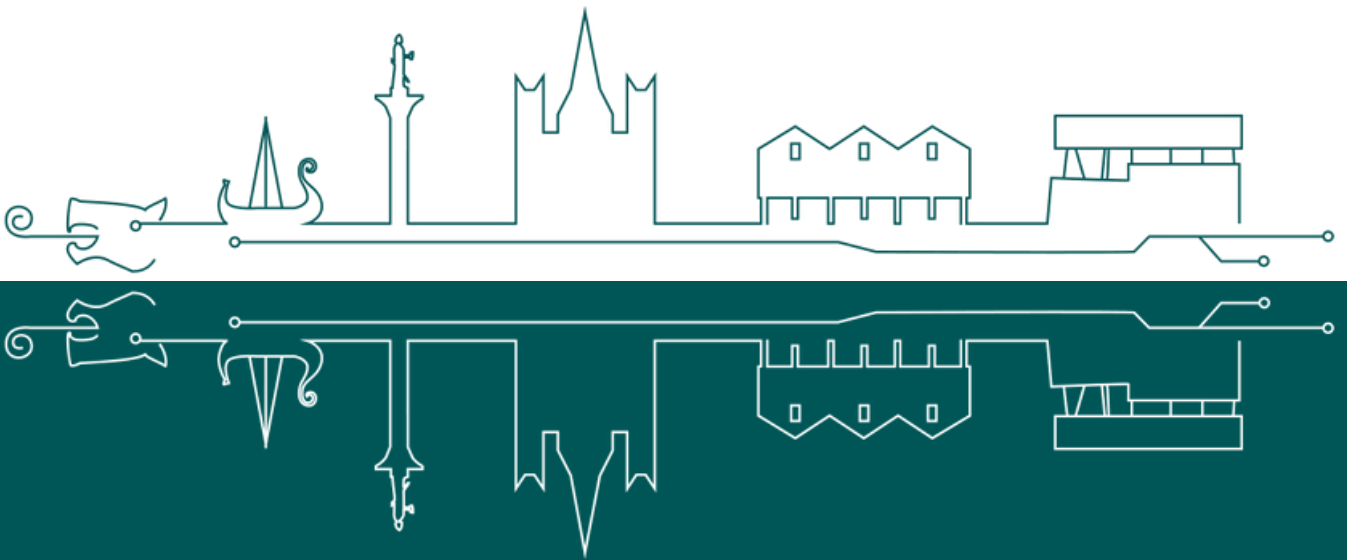


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EAHIL // 2023



WORKSHOP // 12-16 June // Trondheim, Norway

RADICAL POSITIVE CHANGE AGENTS

EAHIL2023.ORG

EAHIL // 2023

WORKSHOP // 12-16 June // Trondheim, Norway

Dear EAHIL colleagues and community

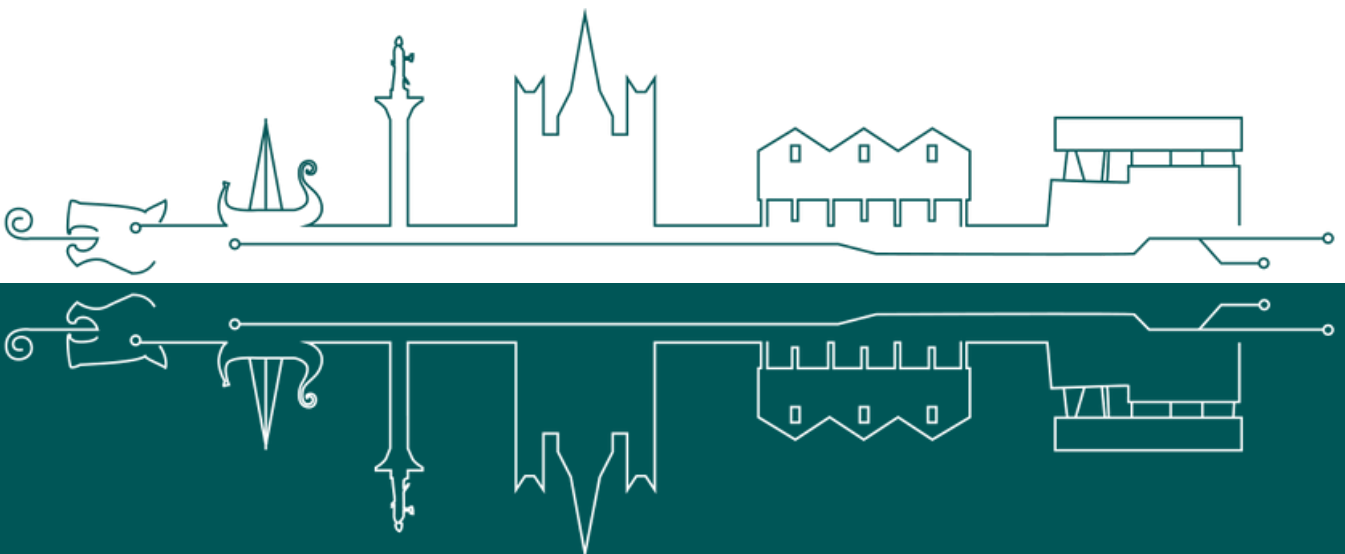
On behalf of the Norwegian University of Science and Technology (NTNU), the International Programme Committee and the Local Organizing Committee, we cordially invite you to the EAHIL 2023 Workshop in Trondheim, Norway. The workshop will take place from 12 June to 16 June at our campus in Trondheim.

R. David Lankes said

“To be a librarian is not to be neutral, or passive, or waiting for a question. It is to be a radical positive change agent within your community.”

That is exactly the theme we want to explore during our EAHIL 2023 Workshop. How can we be the change we want to see in our libraries? Is it possible to come together for more sustainable development practices? How can we be more visible and have more impact? How can we be more inclusive and diverse?

Our goal is to make the workshop in Trondheim an event to broaden our minds, to address challenges in our field and to give the delegates new ideas and practical takeaways that can be implemented at their respective libraries at once.



Our three exceptional keynote speakers are the following:



Photo: R. David Lanke

R. David Lanke is a professor of Librarianship at the University of Texas at Austin's School of Information. He has received several awards for his contributions to librarianship and his critically acclaimed book, *The Atlas of New Librarianship*, has become a staple in LIS literature.



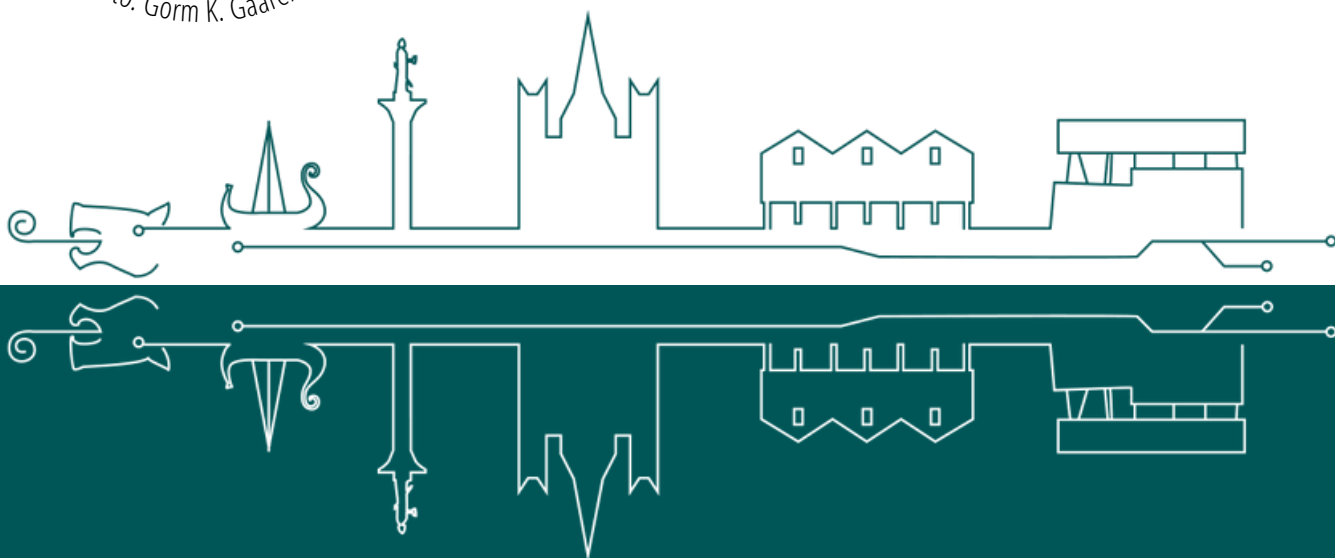
Photo: Thomas Steen Sørensen

Mia Høj Mathiasson is a Danish researcher working as a postdoc at the University of Copenhagen. She is currently connected to the research project "UPSCALE: Upscaling sustainable collaborative consumption using public libraries," funded by the Norwegian Research Council. Her research interests cover the social and societal role of public libraries, especially concerning libraries and librarians as activists, social entrepreneurs, and partners in sustainable development processes.



Photo: Gorm K. Gaare/NB

Aslak Sira Myhre is the National Librarian in Norway. He is a former politician and leader of several literary endeavors, such as the House of literature in Oslo, as well as a columnist in several Norwegian newspapers. Sira Myhre emphasizes visibility and impact of libraries, autonomy, and smart resource utilization.



EAHIL // 2023

WORKSHOP // 12-16 June // Trondheim, Norway

The programme has not been finalized yet, but EAHIL 2023 will consist of workshops, oral presentations, teachmeets and continuing education courses. There will be plenty of networking opportunities, and lots of social events to help you connect and to experience our lovely, historic city. There will be an organ concert in our medieval Nidaros Cathedral, a reception, a gala dinner and more.

Welcome to Trondheim!



Photo: Mykola Ksenofontov/Visit Trondheim



www.eahil2023.org



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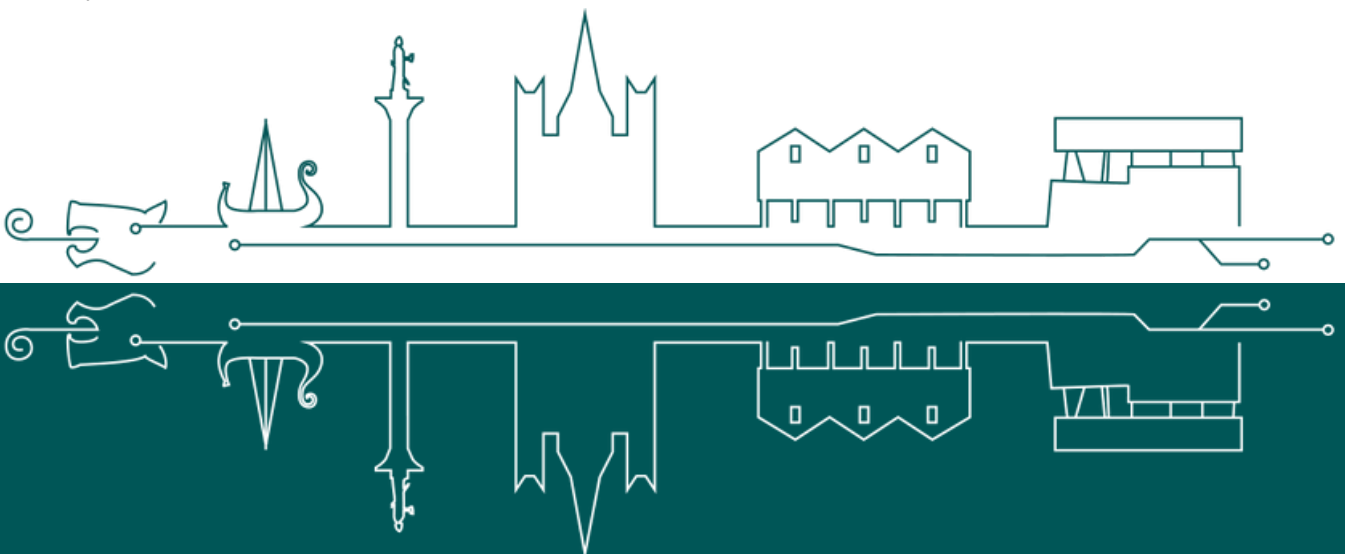
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Letter from the President



Lotta Haglund

Swedish School of Sport and Health Sciences, GIH
Stockholm, Sweden
Contact: lotta.haglund@gih.se

Dear EAHIL Colleagues,

With just a few weeks left in 2022, I can reflect on my first term as EAHIL President and conclude that many things I expected had to change due to the pandemic. After two digital events and many digital Board meetings in 2020 and 2021, it was finally time to meet again in person in Rotterdam. I was looking forward to this when fate (or the airlines?) stepped in and cancelled my flights to the Netherlands. It was a huge disappointment not to be able to meet all of you again, but I'm pleased that the conference was such a success. Currently, the IPC and the LOC are working hard to plan our next event in Trondheim, Norway. The workshop has the intriguing theme "Radical positive change agents"! Please visit <https://eahil2023.org/> to learn what this might imply.

I would also like to remind you to apply for a scholarship to attend the workshop. The scholarships will be announced in our usual channels.

In November, our new membership database was launched. It is a web-based application from a Swedish company called MyClub, initially created for small sports clubs/teams. The new database will make membership administration easier for the EAHIL Executive Board and enable Council members to keep track of members in their country, including the possibility to e-mail them directly from the database. Since we will have some changes in the Council after elections this autumn, Council members will be added as administrators in early 2023.

Last but not least, I'm delighted to announce that we now have a host for the 2024 event, which will be held in Riga, Latvia. Preliminary dates are 10-14 June 2024.

I still want to remind you that we still need to secure locations for the EAHIL events from 2025 onwards. Since our yearly events are the main activities of our Association, and the planning timeline for an event is approximately two years, it's time to start thinking of submitting an expression of interest. It should be sent to EAHIL-SECR@LIST.ECOMPASS.NL. Please refer to <http://eahil.eu/events/arrange-conference/> for event guidelines, and feel free to contact other Board members or me for discussion and support.

Looking forward to hearing from you with proposals and suggestions

With wishes for a happy and healthy 2023!

Evidence-Based Information Group: year report 2022

Jane Falconer (a), Thomas Vandendriessche (b), Krizia Tuand (c), Shona Kirtley (d), Andra Fry (e), Mark Mueller (f) and Maria Björklund (g)

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Introduction

2022 has been a busy year for the Evidence-Based Information SIG. As well as our annual SIG meeting at the 2022 EAHIL Conference in Rotterdam, we saw progress across many of our SIG projects, we ran our first webinar, and ran our first journal club meeting.

SIG meeting, 9 June 2022 at the 2022 EAHIL Conference, Rotterdam (held online via Zoom)

Approximately 60 members attended our annual SIG meeting, held as part of the 2022 EAHIL Conference in Rotterdam. After an update from the SIG committee, each project team provided an update on their project, inviting questions from attendees. Finally, the SIG committee announced details of the journal club and webinar. Meeting minutes and copies of the project presentations are available in the SIG GoogleDrive folder (<https://drive.google.com/drive/folders/1arbj6nbyaVA-osWAXIgmNuWBllmzF3Qe?ths=true>). The meeting was recorded and can be watched on the EAHIL YouTube channel at <https://youtu.be/DcayTKCFZzM>.

Update from SIG projects

Project 2: Reference database on articles about systematic search methods

The project group hosts and manages a review methods collection in Zotero (https://www.zotero.org/groups/2356323/review_methods_systematic_scoping_and_other_comprehensive_reviews/library). This literature review methods library is a collection of publications that supports information specialists who are involved with systematic, scoping or other comprehensive reviews. The library includes mostly publications on comprehensive literature search methods for any type of review, but also contains papers on other stages of the reviews which may be used to guide students or review teams.

NEWS FROM EAHIL SPECIAL INTEREST GROUPS

Relevant papers from the library are selected for the journal club the group plans to host twice a year. Our first journal club was held in October 2022, more details below.

We welcome feedback, suggestions for the methods library and the journal club, and encourage new collaborators - please contact us here referencelibraryebi@gmail.com.

Project 3: Peer-reviewing search strategies for journals

Although search strategies often end up in the supplementary file of evidence-based literature, like systematic and scoping reviews, it's actually its strong foundation. An insensitive search methodology can result in missing relevant studies and thus biased conclusions. That's why journals should realize the crucial role of expert searchers in peer reviewing search strategies of submitted reviews.

Since there's already an existing Librarian Peer Reviewer Database, the focus of this project will probably shift to facilitate training and discussion opportunities for fellow expert searchers regarding peer reviewing search strategies from submitted evidence-synthesis papers.

Although this project group has taken form with the start of this SIG, no steps had been taken to officially start up. The group consists of six members and will get together for the first time on the 22nd of December 2022. The aim of this first meeting is to set more clear goals, have a brainstorm and plan at least one event for next year.

There's an open vacancy for a co-lead, in the hope this will help to kickstart this project. Extra volunteers and ideas are still welcome as well.

Do contact Krizia Tuand (krizia.tuand@kuleuven.be) if you wish to contribute in any way.

Project 4: Library of search strategy resources

Our first EBI-SIG Project 4 meeting was on June 13, 2022 and we have been meeting on a monthly basis since. We currently have two co-chairs and four members that are a part of our group.

This is a brief overview and progress to date:

1. we decided to create a living open access library of search strategy resources;
2. we created an initial Google docs draft of the Library of Search Strategy Resources (<https://docs.google.com/document/d/1eaSqCR3jLcSMP06gmALHz5zWj-lUcvd5/edit>);
3. we drafted an email asking health literature searchers to suggest additional resources for our draft;
4. we distributed the email to listservs based in the UK, Canada and the US;
5. we also hope to be giving a presentation on this project at the 2023 EAHIL conference in Trondheim, Norway.

Our next steps will be to decide on the means by which we will present the Library of Search Strategy Resources to the global community; and the skills set and technologies required to do so. We may send out a call for new volunteers as we determine our needs for this project.

Project 7: Tools in R for health libraries

This project is split into two streams. The first is to produce guidance on searching for R tools of interest to librarians and information professionals. We have created a potential list of sources and are currently creating and testing search strategies. We will use an adapted version of the search strategy template to prioritise sources (1). The second stream is to map existing R tools onto the systematic review steps most commonly carried out by librarians and information professionals. This will help to identify overlap and gaps in provision. We hope to run a workshop on this project at the 2023 EAHIL conference in Trondheim, Norway, and also at an R-related conference.

NEWS FROM EAHIL SPECIAL INTEREST GROUPS

Webinar, 29 September 2022

On the afternoon of Thursday 29 September, we were delighted to welcome Melissa Rethlefsen to present a webinar, via Zoom, on PRISMA-S. Melissa presented a short overview of PRISMA-S before moving on to discuss the practicalities of implementation. Over 75 librarians attended and there was a lively Q&A and discussion. The webinar was recorded and is available from the EAHIL YouTube channel at <https://youtu.be/Jrt9GxmCH1M>.

Journal club, 11 October 2022

Our first journal club was held on Zoom and was facilitated by Maria Björklund, Lund University, Sweden. We discussed a paper by McKeown and Ross-White (2), by answering the following questions in breakout groups:

- How is the systematic review support organized in your library/institution, compared to the model presented in the paper?
- The paper presents some challenges, e.g. in the discussion. What do you think is your biggest challenge in the systematic review support, at library/institutional level?
- How do you deal with students who do systematic reviews e.g. for a research group?

Feedback from attendees was very positive and we plan to run another journal club in 2023.

Conclusion

2022 has been a busy year for the SIG with progress being made across a number of projects. Many thanks to all our project volunteers for your enthusiasm and hard work. It has also been really rewarding to see so many attendees at our webinar and our journal club. We look forward to welcoming colleagues to more events in 2023.

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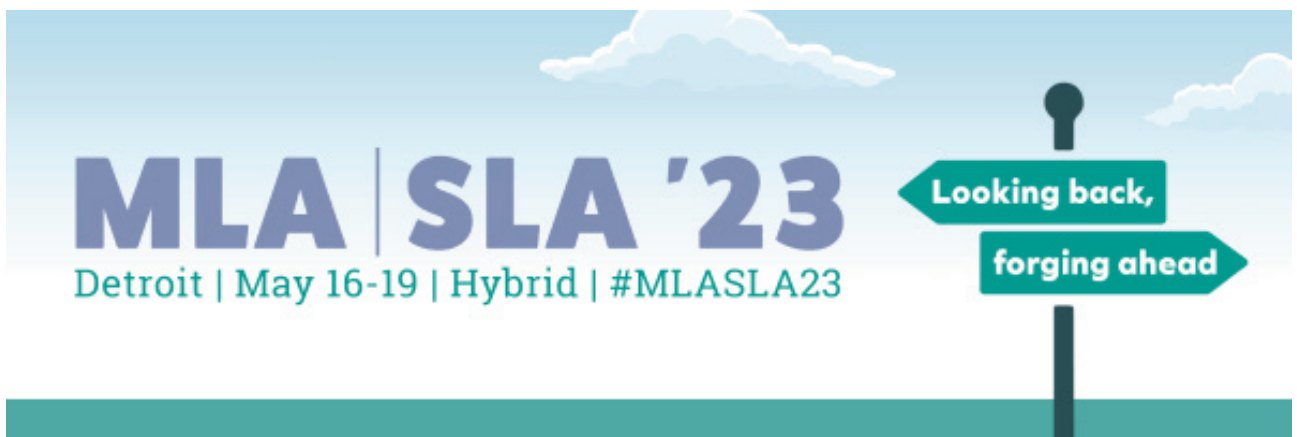
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doi: <https://doi.org/10.5195/jmla.2019.443>

US Medical Library Association report for EAHIL



Carol Lefebvre

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MLA | SLA '23 - hybrid conference - virtual and in Detroit

Still time to submit abstracts for posters and lightning talks (deadline 26 January 2023)
- see below.

For the fourth year in a row, MLA is holding its annual conference virtually but this year, as last year, they are planning to hold it as a hybrid event, with the in-person event planned for Detroit on 16-19 May 2023. This is only the third time that MLA has been held in Detroit, the other times being in 1916 and 1990, so it is certainly fair that it is their turn again now!

<https://www.mlanet.org/mla23>

What is totally new this year is that the MLA conference is being held jointly with the conference of the US Special Libraries Association (SLA), hence the new name for this year of MLA | SLA '23. MLA is of the view that this will offer opportunities to engage with colleagues from other sectors and discuss common issues such as leadership and management from different perspectives.

I do appreciate that for many of you, through personal choice, as a result of employer restrictions, funding constraints or for other reasons, it will not be possible to plan to travel to attend MLA | SLA '23 in person but do, please, consider attending the conference virtually this year. You may again this year have conference funds in your budgets that you have been unable to spend on attending conferences in person, so, do, please, consider

NEWS FROM US MLA

using those funds to register for the MLA | SLA conference as a virtual attendee. The registration fee for virtual attendance for EAHIL members (under an arrangement between EAHIL and MLA) is the same as for MLA members, i.e. 465 USD.

<https://www.mlanet.org/p/cm/ld/fid=2019>

The hybrid conference held in 2022 attracted over 1,200 attendees, with over 100 papers, c. 50 lightning talks, c. 140 posters, c. 20 immersion sessions and the feedback was generally very positive.

Further details about specific aspects of the 2023 conference are below.

Keynote papers - two keynote presentations have been announced for the conference.

Terri Givens will give the 2023 John P. McGovern Lecture. Terri Givens is currently a professor of Political Science at McGill University, Montreal, Canada and is the founder of the Center for Higher Education Leadership and Brighter Professional Development. “She is the author of the book *Radical Empathy: Finding a Path to Bridging Racial Divides*. Beyond *Radical Empathy*, she is the author of books and articles on immigration policy, anti-discrimination politics, and comparative race politics. As an accomplished speaker, author, consultant, and mentor, she is using her platform to develop leaders’ understanding of the importance of diversity and encourage personal growth through empathy.”

<https://www.mlanet.org/blog/announcing-terri-givens-as-2023-john-p-mcgovern-lecture>

<https://www.mlanet.org/p/cm/ld/fid=2064>

The 2023 Janet Doe Lecture will be given by Michelle Kraft. Michelle is the Director of Cleveland Clinic Libraries, Cleveland, Ohio. “Michelle developed an interest in the use of technology, user experience, and social media within medical libraries which led to her launching her blog, *The Krafty Librarian*, which explores items of interest to medical librarians. As an early adopter of social media, she helped pioneer the use of bloggers and Twitter at the Annual Meeting as a method to connect and inform members and attendees of meeting events and activities.”

<https://www.mlanet.org/p/cm/ld/fid=2064>

Contributed papers and lightning talks - with respect to the contributed programme, there will be papers and lightning talks. The contributed papers are c. 10 to 15-minute presentations whereas the lightning talks are five-minute presentations and focus on one main topic. The call for contributed papers has now closed.

Posters and lightning talks - Round 2 submissions (for **posters and lightning talks only**) opens **15 December 2022 and** closes **26 January 2023**. Acceptance notices for posters and lightning talks will be sent 28 February 2023. Note that **Lightning Talk** sessions will be held during live virtual sessions **ONLY** and not at the in-person meeting. **Poster** sessions will be held **in-person** only.

Immersion sessions - this year there will again be Immersion sessions, described as follows. “Immersion sessions are meant 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, or to create a work product to benefit the profession. The only type of programming excluded from immersion sessions are paper presentations.” These were an innovation in the 2019 MLA programme. These sessions run for c. 75 minutes and the majority of them will be held in-person only.

Exhibitor presentations - are being planned, both in-person and virtually.

Continuing education courses - which used to be held during the two days prior to the conference, will not be held again this year. MLA, however, continues its programme of continuing education, available as both live and recorded events throughout the year.

<http://www.medlib-ed.org/>

Exhibition - will also be in-person and virtual this year and c. 20 vendors have already confirmed exhibition space in Detroit. All vendors with booths at the in-person event will also have virtual booths. Others will exhibit only virtually.

Preliminary programme - will be made available shortly on the conference website.

<https://www.mlanet.org/page/mla23-home>

Networking events - will be offered both in-person and virtually, and more information will follow on the conference website.

Conference registration - will open in January 2023. As I mentioned above, there is a discount for EAHIL members through EAHIL's association with MLA. The virtual only conference registration fee for EAHIL members is 465 USD. In person registration for EAHIL members is 775 USD at the early-bird rate (until 14 April 2023) and 890 USD thereafter.

<https://www.mlanet.org/p/cm/ld/fid=2019>

The MLA | SLA '23 blog - provides coverage of a range of topics including programme sessions, plenary sessions, exhibition activity and virtual social events, before, during and after the meeting.

<https://www.mlanet.org/p/bl/et/blogid=161&per=5&p=3>

Social media - additionally, you can follow the meeting on Twitter with the MLA | SLA '23 hashtag #MLANET23 and follow MLA more generally on Facebook at:

<https://www.facebook.com/MedicalLibraryAssn>

Future MLA annual meetings - dates for your diary:

Portland, Oregon 18-21 May 2024.

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 245 USD (or 25 USD if you are from a Research4Life-eligible Group A or Group B country).

<https://www.mlanet.org/join>

News and publications from MLA

Due to production delays, the latest issue of the Journal of the Medical Library Association (JMLA) is currently Volume 110 (2) Apr 2022. The July 2022 and Oct 2022 issues are expected to be online shortly, open access, at:

<https://www.ncbi.nlm.nih.gov/pmc/journals/93/latest/>

NEWS FROM US MLA

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 provides electronic content for both MLA members and non-members. It provides access to content including from blogs of MLA caucuses (previously known as sections) and is updated continually. Most articles are restricted to MLA members and/or to members of specific MLA caucuses. For the most complete display of articles, you need to login with your username and password. Older issues of MLA News are also available.

<https://www.mlanet.org/mlaconnect>

<https://www.mlanet.org/page/mla-news>

MLA's 125th Anniversary

MLA turns 125 on 2 May 2023. Throughout the following year, (from May 2023 to May 2024), MLA will be celebrating this great milestone. More on this to follow in future editions of JEAHIL!

<https://www.mlanet.org/page/mla-125-anniversary>



Metadata for digital collections

Miller, Steven Jack
Second edition. London:
Facet Publishing; 2022
xxix, 505 p.
ISBN: 9781783306169

Steven Jack Miller's tome on *Metadata for digital collections* was published in its second, revised edition in July 2022, eleven years after the first edition, and, again, simultaneously by Neal Schuman in the US, and Facet in the UK. The subtitle "A how-to-do-it manual" was dropped from the 2022 British edition, but still appears on the US one.

This is not a book about library cataloguing, the cataloguing of published materials, but about describing borne-digital or digitised objects: text, image, video, and audio files. This could be anything from a museum collection of objects that have been photographed, to an archive pertaining to a particular scholar or institution, to audio or video recordings of experiments, processes, interviews, or anything else that your institution might want to make accessible to the wider community. If it's the first time you have been tasked with organising and making accessible such a collection, this book is for you!

Steven J. Miller is a (now retired) LIS lecturer, so it is not a surprise the book takes a very didactic approach to its topic. It guides the reader from the basics – creating good, shareable, and interoperable metadata – to the standards for their exchange, and to the practices of sharing metadata. Each of its twelve chapters introduces another aspect, and each builds on the previous one. The first chapter answers fundamental questions such as What is Metadata?,

What is a Digital Collection?, What does Metadata do?, the next ones proceed to concepts such as "resource description" and the Dublin Core. Chapters 4 and 5 cover what aspects can be described, and how. Chapter 6 is dedicated to controlled vocabularies and their role in resource discovery. Chapters 7 to 9 present the major standards – XML, MODS, and VRA – and explain their workings. Other metadata schemes are deliberately not covered, though you'll find some basic information in the glossary at the end of the book. The final three chapters deal with interoperability and its preconditions, linked data, and application profile design. Overall, the book feels, and can be followed, like a thoughtfully reworked class on metadata for digital collections in twelve sessions, although each of those chapters contains substantially more information than you'd be able to pack into a single session at library school.

Each chapter has a brief list of topics covered at the beginning; examples in tables etc. for illustration; a summary for the cursory reader at the end; and a list of references. The text is well structured into short paragraphs with their own subheadings, and always seems to proceed naturally with the subject. If metadata, initially, appeared a daunting and complex subject, this book helps you structure and tackle it. I'd warmly recommend it to anybody who has a collection sitting on a hard disk that they'd been planning for some time to organise and publish via the web. You will approach that project with confidence after you have worked through this book – and you will refer back to it often in the process. The British edition should have kept the subtitle "A how-to-do-it manual", because that's what this book really is!

Like most monographs in LIS, *Metadata for digital collections* is only available in print. Our big professional bodies – ALA, CILIP, MLA – still do not embrace Open Access for their own publications, presumably because revenue from book

BOOK REVIEW

sales contributes towards the income of the associations. I, personally, would advocate for a transition to Open Access for our professional literature. It is the best way to raise professional standards, not just at institutions that can afford to spend on a staff library of professional journals and monographs, but also at smaller, less well-off institutions, and those in poorer countries.

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Publications and new products

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Dear colleagues,

for this issue's "Publications and new products" column I've searched the web and selected some news regarding open access, preprints and the 2023 changes to the Journal Citation Reports (JCR).

Enjoy!

JOURNAL ISSUES

Health Information and Libraries Journal: Contents of September 2022 (39:4)

Editorial

- **Celebrating 75 years of the Health Libraries Group.**
Maria J Grant

Review Article

- **Randomised controlled trials in nursing conducted by Spanish research teams: A scoping review.**
Melixa Medina-Aedo, Elena Torralba-Martínez, Cristian Segura-Carrillo, Diana Buitrago-García, Ivan Solà, Hector Pardo & Xavier Bonfill

Original Articles

- **Validation of a generic impact survey for use by health library services indicates the reliability of the questionnaire.**
Christine Urquhart and Alison Brettle
- **NHS librarians collaborate to develop a search bank peer reviewing and sharing COVID-19 searches: an evaluation.**
Helene Gorring, Pip Divall, Sarah Gardner, Anne Gray, Alison McLaren, Lindsay Snell, Eva Thackeray, Adam Tocock & Gil Young
- **Characterizing the research data management (RDM) practices of NIH biomedical researchers indicates the need for better support at laboratory level.**
Soojung Kim and Sue Yeon Syn
- **Barriers and facilitators of implementing an information system for health grey literature in Iran: Experts' views and perspectives.**
Abbas Mirzaei, Sirous Panahi, Mostafa Langarizadeh and Shahram Sedghi
- **Landscape of Health Sciences Librarian-Mediated Search Services.**
Danielle Westmark, Teresa Hartman and Cynthia Schmidt

PUBLICATIONS AND NEW PRODUCTS

Regular Features

- ***Dissertations into Practice***
Academic integrity among medical students and postgraduate trainees in the teaching hospitals of South Punjab Pakistan.
Mehreen Azam & Salman Naeem
- ***International Perspectives and Initiatives***
NHS Knowledge and Library Services in England in the digital age.
Sue Lacey Bryant, Richard Bridgen, Emily Hopkins, Catherine McLaren and David Stewart
- ***Teaching and Learning in Action***
The NICE information specialist development pathway: developing the skills, knowledge and confidence to quality assure search strategies.
Paul Levay, Nicola Walsh and Louise Foster

FROM THE WEB

- **IFLA 2022 statement on open access (OA)**
The International Federation of Library Associations and Institutions (IFLA) has published its 2022 statement on open access (OA), “10 years of the IFLA open access statement: a call to action”. The new statement updates IFLA’s 2011 statement, affirming the value of open access and related initiatives while outlining IFLA’s ongoing work in the area. The statement can be downloaded here:
<https://repository.ifla.org/handle/123456789/2029>
- **Journal Comparison Service (JCS)**
At the end of September cOAlition S released the end-user portal of the Journal Comparison Service (JCS). This free, online service aims to provide libraries, library consortia, and funders with a useful tool to quickly compare journal publishing services and fees. Publishers joining the initiative are committing to provide information in a standard format, including information about the publication frequency, the peer review process, times from submission to acceptance, the range of list prices for APCs and subscriptions and more. This service is free but requires a registration.
<https://journalcomparisonservice.org/>
- **A practical guide on preprints**
The Dutch consortium of university libraries and the National library of the Netherlands (UKB) together with the Association of Universities in the Netherlands (VSNU) and the Dutch Research Council (NWO), has published a practical guide on preprints. The guide aims to support both researchers and members of the general public (journalists, patients, healthcare workers, etc.) from answering to the most common questions about preprints. It is possible to download the guide here:
<https://zenodo.org/record/5600535#.YzRI0XZBxPY>

- **2023 changes to the Journal Citation Reports (JCR)**

Clarivate announced that in the 2023 release of the Journal Citation Reports, all Web of Science Core Collection journals will receive a Journal Impact Factor (JIF). This means that almost 9,000 journals – from more than 3,000 publishers, many of which are smaller publishers from the developing world – will have a JIF for the first time, there will be an 8% increase in gold open access journals that will have a JIF, and there will be a minimum 5% increase in journals from the Global South that will have a JIF. In addition, the 2023 release of the Journal Citation Reports will display the JIF with one decimal place, rather than the current three decimal places, to encourage users to consider the other indicators and descriptive data in the JCR when comparing journals.

<https://clarivate.com/blog/clarivate-announces-changes-to-the-2023-journal-citation-reports-release/>

- Transformative agreements and APCs are a much debated issue, I would like to highlight two recent articles on this topic: Schalken, Arjan. (2022). **“Five Ways to Optimize Open Access Uptake After a Signed Read and Publish Contract: Lessons Learned from the Dutch UKB Consortium”**. Insights 35: 17. DOI: <http://doi.org/10.1629/uksg.595> and Butler, Leigh-Ann, Matthias, Lisa, Simard, Marc-André, Mongeon, Philippe, & Haustein, Stefanie. (2022). **The Oligopoly's Shift to Open Access. How For-Profit Publishers Benefit from Article Processing Charges (Version v2)**. Zenodo.

<https://zenodo.org/record/7158818#.Y3eV43bMJPY>

SOME FORTHCOMING EVENTS

45th European Conference on Information Retrieval (ECIR)

April 2 – 6, Dublin, Ireland

This is the annual premier European forum for the presentation of new research results in the broadly conceived area of Information Retrieval. For more detailed info: <https://ecir2023.org/>

Next Library 2023

May 14 - 16, Aarhus, Denmark

Next Library 2023 is currently in the process of becoming a hybrid festival so it will be possible for people all around the world to tune in on the conversation. The conference planning is still in the early stages, for updates: <https://www.nextlibrary.net/upcoming-events/>

LIDA, Libraries & Information Institutions in the Digital Age, 2023

May 24 – 27, Osijek, Croatia

The theme of the conference is “Information Everywhere”. The LIDA conference is being planned to be fully in-person. If circumstances do not allow an on-ground conference to take place safely, LIDA will move to a virtual conference platform. For more detailed info: <https://lida.ffos.hr/>

Please feel free to contact me (annarita.barbaro@iss.it) if you have any further suggestion about initiatives or events you would like to promote



In memory of Tomas Allen

(30 July 1961 – 9 September 2022)

Tomas passed away peacefully on Friday 9th September after a short illness suffering with a brain tumour. The news was sad, shocking, and heart-breaking. While we mourn his loss, we can celebrate a life that was well lived.

I have known Tomas for many years. I first met him in 2010, at the 12th EAHIL Conference in Lisbon, where he attended my Continuing Education Course. Due to our interest in systematic reviews and public health research, we became friends.

His work within the Public Health Information Group (PHIG) was inclusive. He was a visionary who was talented, innovative, and creative. As such, he contributed much to EAHIL. Tomas was genuinely concerned with improving the role of the librarian and had interest in access to research especially relating to public health. He generously gave us his knowledge, his expertise, his skills and always with humours. Often, I didn't understand his humour which I put down to him being "a Canadian living in Switzerland".

It is difficult to sum up, over ten years of memories in a few short paragraphs. Albert Einstein said, "The value of a man should be seen in what he gives and not in what he is able to receive." I am sure most of you will agree that Tomas was a man who gave. He gave much to his work, and to all of us within the EAHIL community. Tomas was a thoughtful and inspiring colleague and a friend to all. We will miss him but not forget him.

Mala Mann

*On behalf of EAHIL PHIG, of Ana-Belen Escriva and Katri Larmo
mannmk@cardiff.ac.uk*

Memories of Tomas Allen – forever inspiring



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