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Shaking it up: a research project to determine why our information skills training sessions are so popular

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Abstract

The Bodleian Health Care Libraries (BHCL) deliver ten different workshops as part of the wider University of Oxford (UK) Bodleian Libraries information skills training programme. Before the Bodleian Libraries launch an information literacy skills framework for the University in 2025, we set out to discover why our training sessions are popular with postgraduate students. We used two qualitative data collection methods: interviews, and focus groups. The data indicated a strong need for training in literature searching, evidence synthesis, critical appraisal, science communication (translating research for a non-specialist audience), and writing skills. Our training sessions fill some of those needs, and while the sessions are popular for that reason, we must promote them more widely.

Key words: libraries, medical; education, medical, continuing; qualitative research; focus groups.

Background

The Bodleian Health Care Libraries (BHCL) provide the medical library services for the Medical Sciences Division (MSD) at the University of Oxford and for the local NHS hospital Trust in Oxford, in the United Kingdom (UK). Eight librarians from the BHCL Outreach Team offer ten different workshops as part of the wider information skills ("iSkills") training programme for the Bodleian Libraries, which is the name for the libraries which serve the University of Oxford, United Kingdom (UK) (1). The BHCL iSkills for Medicine sessions are attended by postgraduate students, post-doctoral researchers, University staff, and hospital staff. We deliver three or four iSkills sessions per week during the three eight-week University terms each year, one or two per week during the vacations, and most classes are held online via MS Teams. As of 2024-5, we deliver both an introductory workshop about literature searching, and an advanced search skills class; we hold an introductory workshop about systematic reviews and other evidence reviews, along with a classroom-based Advanced Searching Clinic for reviews; there are introductory workshops about three different reference

management programmes (EndNote, Zotero, and Refworks); we have an Introduction to Science Communication lecture; and we have an online Introduction to Designing a Conference poster class, as well as an in-person Poster Clinic. The resources for these sessions are all available online (2).

The overall iSkills programme has seen the number of participants almost double from 1720 in 2021-2, and 1777 in 2022-3, to 3077 in total in 2023-4, of which over a third (1097) were staff and students from MSD. This increase coincides with a new approach to promotion, with targeted emails clustering workshops together under a theme, such as data, or literature searching, in addition to a weekly email listing all workshops coming up the following week. It also coincides with the expansion of our iSkills programme in 2023-4 to include the advanced search skills workshop, in addition to the Science Communication and Posters sessions.

It is significant that over a third of university-wide iSkills participants in 2023-4 were from medicine and health care, demonstrating that sessions are popular with our library users. The quantitative data for August

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to December 2024 reinforces this, as the BHCL team delivered 42 sessions to between 1 and 47 attendees (47 for Systematic Reviews: getting started session in October 2024). There were 579 attendees in total, and the average number of attendees was 14. We also receive positive qualitative feedback from participants, such as two comments about a Literature Searching: getting started session in November 2024 was “very helpful”, and “I loved this workshop”. Could we improve the programme? Could we shake it up by conducting qualitative research by talking to postgraduate students to find out more their information and training needs?

Funding was available in 2024 for an overall review of the iSkills programme, which will inform the launch of an information literacy skills framework produced by our colleagues from the Bodleian Libraries for the University in September 2025. The BHCL team were allocated a budget from this funding to purchase pizza and provide vouchers to recruit subjects for qualitative research.

Our research aims were to find out how well the existing BHCL iSkills training provision met service users' needs, whether we were providing sessions in the right locations, and how best to promote the sessions.

Method

We used two qualitative data collection methods. Two colleagues held interviews with two PhD students in June 2024, and two focus groups were held with a total of 15 PhD students in November 2024.

Interviews

The aim was to recruit PhD students to ask them questions from a structured interview schedule over one hour about their research, the challenges they experience when carrying out research, how they work with data, how they use the library services, what research training they have received, and to ask about future directions for their research.

Focus Groups

We aimed to recruit 16 MSD graduate students. To encourage attendance, each student who participated was offered a gift voucher for £25. As further enticement, the focus groups were given a pizza lunch. We endeavoured to recruit participants to ensure a cross-section

of students from different departments. Every student consented to participate in the focus groups.

Each session lasted for one hour, beginning with a five minute introduction about the research project, before a five minute exercise in which participants placed stickers on a sheet of paper to indicate which iSkills for Medicine sessions they had already attended and which sessions they would be interested in (including the current options and ideas from competitor medical libraries in the UK, which include critical appraisal for qualitative and quantitative research, grey literature searching, dark web searching, and writing skills). 45 minutes were spent asking unstructured questions about their responses to the stickers exercise, leading into a question about the best training session that they had ever attended, what training had been useful for them, the optimal times in the day for training, the best location or method of delivery, and how they find out about training (promotion methods). The remaining time was spent wrapping up the session and organising email addresses for the gift vouchers. Three members of library staff attended each session, with one to lead, and two to take notes.

Results

Where do postgraduate students look for support with information literacy skills?

The participants from the interviews and the focus groups reported that they ask their supervisors and other students or researchers in their group, laboratory, or department for help in the first instance, including help with literature searching, often getting suggestions for further training from these local contacts. None come first to the library for help.

Do our sessions meet the information needs of postgraduate students from the Medical Sciences Division?

Table 1 has the results from the stickers exercise from the two focus groups about useful training sessions offered by libraries, with participants indicating whether they had already attended the session or whether they would like to attend a session about that topic. Ten of the 15 focus group participants indicated that they would like to attend the Advanced Searching Clinic for Systematic Reviews, Scoping Reviews and Evidence Syntheses, nine would like to attend the Introduction to Science Communication class, eight

Training	Have attended	Would like to attend
Advanced Searching Clinic for Systematic Reviews, Scoping Reviews and Evidence Syntheses		10
Critical appraisal for qualitative and quantitative research		7
Grey literature searching		5
Introduction to Designing a Conference Poster	1	4
Introduction to EndNote (Reference Management Software)	3	4
Introduction to RefWorks (Reference Management Software)		
Introduction to science communication: Translating your research for a non-specialist audience		9
Introduction to Zotero (Reference Management Software)	2	4
Literature Searching – Getting Started	2	5
Conference Poster Clinic		5
Searching Systematically		8
Searching the dark web		5
Systematic Reviews, Scoping Reviews and Evidence Syntheses - Getting Started	2	8
Writing skills workshop		7

Table 1. *Useful training sessions.*

wanted to attend the introductory session about Systematic Reviews, eight wanted to attend the Searching Systematically session, and seven each indicated an interest in Critical Appraisal, and in Writing Skills.

The discussion after the exercise revealed that while most participants want training about literature searching, none had sought it out. The students taught themselves, were taught by peers, or they relied on YouTube videos. Bioinformatics was also mentioned as a training need, along with critical appraisal, writing skills and communicating to different audiences, coding and statistics, and “guidance on the use/misuse of AI”. Participants wanted to know how to organise their information, which was described as “keeping track of notes made while reading papers”. The data from the focus groups indicated a strong need for training in literature

searching, evidence synthesis, critical appraisal, science communication (translating research for a non-specialist audience), and writing skills.

Are the training sessions provided in the right locations?
This was a question about both the timing of sessions, and location in the sense of online or in-person. The students interviewed and who participated in the focus groups all reported that the beginning or end of the day, or lunch time, were the best times of the day to offer training sessions, working around lab experiments and other meetings.
The focus group participants recommended interactive workshops online or in person, either on a 1-1 or small group basis, with practical examples to allow theory to be applied to research questions immediately (“apply the learning in the moment”). One participant com-

mented, “I don’t like lectures, powerpoints, which last 1-2 hours”. Participants liked to be asked at the start of a session why they were attending it, about what they needed to know from the session, and they liked to be asked at the end if their questions had been answered (“You feel heard if your question is answered”). E-learning or YouTube videos (asynchronous training) were also mentioned by both groups. Short videos are popular, especially if accompanied by exercises or an interactive task.

Promotion methods

The two interviewees mentioned finding it difficult to find out what training is available. They receive large numbers of emails with lists of training and this can be overwhelming. One commented that they had missed out on useful training in the past because of only seeing it in an email after it had taken place. Ideally, they would like a menu of all training available across the University and to be able to browse by what they were looking for.

The focus group participants recommended that we promote training sessions via brief emails, and they requested a personalised email in the first year of a PhD to indicate the courses that teach the skills they need to learn. They also suggested a website be created with a timetable to make it easy to quickly see which sessions are being held and which are available to attend.

Discussion and conclusion

The interviews and focus groups contributed constructive ideas that the BHCL team can use to improve the promotion methods for our existing training programme, especially to publicise our sessions about literature searching skills, evidence synthesis, and science communications.

We have the following actions for our team for 2025-6 to build on the results from this qualitative research:

1. construct a YouTube playlist with recommended videos about literature searching topics;
2. work towards replacing the playlist with short videos that we produce with content from our iSkills sessions, especially about literature searching, with exercises and interactive quizzes;
3. promote our brief guide about journal clubs (critical appraisal skills);

4. promote our literature searching sessions directly to PhD students via short emails sent to all departments, graduate studies coordinators, and lab managers;
5. review the timings for our iSkills sessions to hold them first thing (9am), last thing (3.30 or 4pm), or at lunchtime (12-2pm).

We recommend that other skills training centres in the University meet students’ needs by organising workshops about coding, statistics, and writing for publication, as well as journal clubs for critical appraisal skills. Our sessions can be mapped onto the information literacy skills framework for the Bodleian Libraries when it is launched later in 2025, which will then be used to signpost the sessions which meet the needs of students at different stages of Masters and PhD programmes.

A limitation of this research is that few of the students from the two focus groups and the two interviews had attended our iSkills training sessions, and they had limited awareness about the programme. We could not address whether participants preferred in person or online sessions with this research, as they wanted both. As the focus groups were held in the same locations that we use to deliver training, we could not ascertain what they thought about the locations in our libraries which are available for in person training. A limitation overall for library staff has been that we could not provide training in some high-security University buildings in the past. We intend to overcome this by recruiting champions from these departments to organise access for library staff for bespoke sessions.

We conclude that our sessions are popular because they meet the information and training needs of our postgraduate students and staff members from the MSD and the local hospital Trust. We will continue to monitor the number of attendees at each session. The recommendation from our research for EAHIL members is to “shake it up” by conducting qualitative research, allowing for a budget for gift vouchers, and being generous with food and beverages to encourage the recruitment of participants.

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Library usage by DDUH students and staff

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Abstract

Aim: to explore the accessibility, functionality, and effectiveness of Dublin Dental University Hospital (DDUH) library services for students and staff.

Methods: a validated survey assessed satisfaction with library hours, study spaces, resources, online databases, and preferred study environments among students (dental nursing, technology, hygiene, science) and staff.

Results: of 217 respondents (86.2% students, mostly dental science), 68.7% were satisfied with library hours, though undergraduates favored extended and weekend access ($p=0.015$). Online database difficulties affected 32.3%, highest among dental technology students (57.9%, $p=0.025$). Study spaces were most valued, librarian services least. Most requested additional quiet, group, and lounge areas. Despite alternatives, 68.7% considered DDUH Library optimal.

Conclusions: extended hours, improved study spaces, digital training, and promoting librarian services are essential to enhance accessibility and meet evolving needs.

Key words: libraries; students, dental; education, dental.

Introduction

A library is a vital physical asset in higher education (1, 2). Over time, academic libraries have preserved their core mission of supporting curriculum and research. While the fundamental goal of libraries – providing access to knowledge and fostering intellectual development – remains unchanged, the ways in which students and faculty engage with libraries have evolved considerably (3).

Traditionally libraries served as places for studying, storing books and offering access to printed resources (3, 4). Through the years, their role has expanded from being simple storage spaces to dynamic learning centers that actively enhance the academic experience of users (3). Today libraries serve as multi-functional spaces designed to support a wide range of learning and social activities. Students use libraries for individual study, reading, conducting research, using computers and engaging in group projects (5). Beyond their academic functions, libraries also serve as social and collaborative spaces where students and staff can meet, share ideas, engage in group learning experiences and unwind from the intense demands of higher education (2, 6, 7).

As demand for diverse learning environments has increased, libraries have adapted their spaces to accommodate different study preferences. By ensuring effective utilisation, academic libraries directly impact students' educational development and institutional success (2). The design of learning spaces in libraries plays a crucial role in student performance (4). Research shows that the physical study environment significantly influences learning outcomes. By providing spaces that support focused work, collaboration, and even relaxation, libraries enhance student learning engagement and academic achievement (3, 8).

The rapid technological advancement has significantly transformed libraries, reshaping how users' access and interact with the information (2). Digital libraries and automated services have made vast amounts of academic resources available online, reducing the dependency on physical collections. Digital libraries offer numerous advantages, including searchability, frequent updates, enhanced media integration and the ability to store and share extensive amounts of information across multiple platforms (9).

However, despite the benefits and convenience of research and learning, challenges remain. Many users,

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particularly faculty members, struggle to navigate the growing digital landscape and often feel overwhelmed by the multitude of online options. Additionally, research suggests that a significant number of students still prefer printed books over digital versions, citing difficulties with prolonged screen reading and lack of engagement with e-books (9). To remain relevant in the digital age, libraries must integrate modern technology while preserving the traditional study environment that many students still value (5).

Despite the growing importance of libraries, the usage of library services in healthcare professional education remains an understudied topic with limited literature available. With advancements in technology and increased accessibility of resources, questions persist: who utilises libraries, what resources are most valued, when and where are they accessed, why do they remain essential, and how do they support academic success in healthcare education today?

This study aims to assess the library usage patterns among the Dublin Dental University Hospital (DDUH) students & staff, identify key trends and provide insights into potential improvements. By conducting a detailed survey, the research will gather data on usage patterns, resource preferences and the perceived value of different library services as well as the need for additional services.

For this study it was hypothesised that while the majority of library users at DDUH would be generally satisfied with the services provided, there would be a demand for extended opening hours, particularly on weekends and during exam periods, as well as a need for additional study spaces to better accommodate users.

It is the hope that the findings will contribute to other feedback for enhancing the library's role in supporting both learning and professional development within the DDUH community. This research will contribute to the ongoing discussion about the evolving role of libraries in specialised education fields like dentistry.

Materials and methods

The study was conducted at DDUH following ethical approval from the DDUH Research Ethics Committee. Data collection took place over a two-week period in January 2025. Eligible participants included students and staff from the dental science, nursing, hygiene, and technology disciplines at Trinity College Dublin. A survey was designed to assess library usage at

DDUH, focusing on key themes such as user demographics, resource accessibility, usage patterns, and service perceptions. The survey consisted of two consent questions, four demographic questions, and eighteen questions assessing library usage (*Appendix A available online as Supplementary Material*).

To ensure clarity and relevance, the survey was reviewed by researchers, primary supervisors, and a statistician. A pilot test was conducted with 26 participants, whose feedback was used to refine the final version. Those involved in the pilot testing did not participate in the main study.

The final survey was distributed electronically via email, with the dental school manager acting as the gatekeeper. A participation information leaflet was provided to obtain informed consent and to ensure compliance with GDPR standards. Individuals under 18 years of age were excluded from the survey. Additionally, with DDUH approval, participants were invited to access the survey through a Quick Response (QR) code shared at the beginning of lectures. The survey was anonymous, and participation was entirely voluntary, with no connection to lectures, coursework, or extra credit opportunities. On average, completing the survey took approximately 10-15 minutes. Participants were allowed to complete the survey only once.

The raw survey data was generated in Qualtrics and exported to Excel for variable manipulation and further analysis. Statistical analysis was conducted using IPC SPSS. Demographic data was summarised using frequencies and percentages. Survey responses were analysed using the Pearson Chi-Square test to assess associations between categorical variables, identify patterns, and test hypotheses. Cross tabulation was carried out to assess correlations between staff & undergraduate students as well as across different disciplines and years. Statistical significance was determined using p-values, with results considered significant at $p < 0.05$.

Results

Participant demographics

A total of 217 participants completed the survey, comprising of 187 students (86.2%) and 30 staff members (13.8%) (*Table 1*). The majority of student respondents were enrolled in the dental science program (76.5%), followed by dental technology (10.2%). The largest proportion of students were in Year 2 (33.2%), followed by

Library usage by DDUH students and staff

Question	Variable	Frequency	Percent (%)
<i>Are you a student or a staff member?</i>	Undergraduate student	187	86.2
	Staff/Postgraduate	30	13.8
	Total	217	100
<i>What course are you currently enrolled in?</i>	Dental Science	143	76.5
	Dental Technology	19	10.2
	Dental Hygiene	10	5.3
	Dental Nursing	15	8.0
	Total	187	100
<i>What is your current year of study?</i>	Year 1	46	24.6
	Year 2	62	33.2
	Year 3	23	12.3
	Year 4	35	18.7
	Year 5	21	11.2
	Total	186	100

Table 1. Demographics of participants.

Year 1 (24.6%) and Year 4 (18.7%), while Year 5 students represented the smallest group (11.2%).

DDUH Library hours

The survey data showed that while the majority of students (68.7%) were satisfied with the library's opening hours, there was significant demand for extended access (Table 2). Nearly half (48.8%) of respondents would prefer longer weekday hours and even greater proportion (57.1%) would like weekend access. The

strongest preference was for extended hours during exam period (70%).

Data on the preference for weekend access to the DDUH library by student and staff status revealed that 60.4% of undergraduate students preferred weekend access. In contrast, staff and postgraduate students showed less interest, with only 36.7% in favor and 63.3% opposed. There was a significant difference in weekend access preferences between students and staff ($p = 0.015$).

Question	Variable	Frequency	Percent (%)
<i>I am satisfied with the library's opening hours</i>	Agree	149	68.7
	Neither agree nor disagree	30	13.8
	Disagree	38	17.5
<i>Would you prefer longer weekday hour access to DDUH library?</i>	Yes	106	48.8
	No	111	51.2
<i>Would you prefer weekend access to the DDUH library?</i>	Yes	124	57.1
	No	93	42.9
<i>Would you prefer extended hours during exam times to the DDUH library?</i>	Yes	152	70
	No	64	30

Table 2. DDUH Library Hours- Satisfaction & Preferences (n=217).

Challenges and preferences of Library use

A majority of users (78.3%) reported no difficulty in finding resources, though a notable 21.7% did face challenges (Table 3). Nearly half of the respondents (48.4%) found it difficult to secure a study space in the DDUH library. Accessing online databases was a challenge for 32.3% of users, while 67.7% reported no difficulty. Interestingly, a strong preference for

tal science (28%) and dental nursing (13.3%) students. Students' ability to access online databases varied significantly by discipline ($p = 0.025$).

Library services

Study spaces were the most valued library service (mean rank: 2.01), followed closely by general computer use and printing (2.99) (Table 5). In contrast, computers for clinical use (3.75), lounge/relaxation

Question	Variable	Frequency	Percent (%)
Have you faced difficulty finding resources while using the library?	Yes	47	21.7
	No	170	78.3
Do you find it difficult to find a place to study in the DDUH library?	Yes	105	48.4
	No	112	51.6
Do you find it difficult to access online databases through the DDUH website?	Yes	70	32.3
	No	147	67.7
Do you prefer the use of library's online resources or visit in person?	Online	155	71.4
	In-Person	62	28.6

Table 3. Challenges and preferences in Library use (n=217).

Course enrolled in	Yes (%)	NO (%)
Dental Science	40 (28%)	103 (72%)
Dental Technology	11 (57.9%)	8 (42.1%)
Dental Hygiene	3 (30%)	7 (70%)
Dental Nursing	2 (13.3%)	13 (86.7%)
Total	56 (29.9%)	131 (70.1%)

Table 4. Accessibility challenges for online databases by course enrollment

online resources was observed, with 71.4% favoring digital access over in-person visits (28.6%). The majority of users (70.1%) reported no accessibility challenges with online resources (Table 4). Dental technology students faced the most difficulties (57.9%), followed by dental hygiene (30%), den-

tal science (28%) and dental nursing (13.3%) students. Students' ability to access online databases varied significantly by discipline ($p = 0.025$).

Enhanced Library facilities

Majority of respondents believed there was a need for additional library facilities (Table 6). More quiet study

Library usage by DDUH students and staff

Question	Variable	Mean Rank: 1-most useful 6-least useful
What library service do you find the most useful?	Study Spaces	2.01
	General Computer Use & Printing	2.99
	Computers for Clinical Use (Salud)	3.75
	Lounge or Relaxation areas	3.80
	Access to Research Databases	3.93
	Librarian Services	4.52
	Total responses	197

Table 5. Usefulness of services available.

areas were supported by 59% of respondents, while 41% felt the current spaces were sufficient. Similarly, 56.2% of respondents expressed the need for more group study areas, compared to 43.8% who did not. Opinions were nearly evenly split on the need for additional computer and printing areas, with 49.3% in

reported by 43.8% of respondents (Table 7). 36.9% used the library less than once a week, while 17.1% visited 3-4 times a week. Only a small percentage (2.3%) used the library five or more times per week.

Trinity College Libraries

The DDUH Library was the most popular study space

Question	Variable	Frequency	Percent (%)
Do you believe there needs to be more quiet study areas in DDUH library?	Yes	128	59
	No	89	41
Do you believe there should be more group study areas in the DDUH library?	Yes	122	56.2
	No	95	43.8
Do you believe more computer & printing areas should be available in DDUH library?	Yes	107	49.3
	No	110	50.7
Do you believe that more lounge & relaxation areas should be available in the DDUH library?	Yes	127	58.5
	No	90	41.5

Table 6. Need for Enhanced Library Facilities (n=217).

favor and 50.7% against. Additionally, 58.5% of respondents supported the addition of more lounge and relaxation areas, while 41.5% did not see the need for it.

Frequency of DDUH library use

The most common usage pattern was 1-2 times a week,

at Trinity College Dublin, chosen by 38.7% of students – significantly exceeding Hamilton Library (16.1%) and Kinsella Hall/Usher Library (18%). Notably, 12.9% of students did not use the library at all. When their preferred library was unavailable, students tended to shift

Question	Variable	Frequency	Percent (%)
<i>How often do you use the DDUH library?</i>	Less than once a week	80	36.9
	1-2 times a week	95	43.8
	3-4 times a week	37	17.1
	5 or more times a week	5	2.3

Table 7. *Frequency of DDUH Library Use (n=217).*

between Hamilton (24.3%), DDUH (23.8%), and Kinsella Hall/Usher (21.7%). Additionally, 68.7% of students considered DDUH Library an ideal study space.

Recommendations
Only a few responses were collected from the qualitative question on suggestions for improving library services. The feedback did not provide any new insights but instead reinforced the findings from the other questions.

Question	Variable	Frequency	Percent (%)
<i>Where do you go most often to study at Trinity College Dublin?</i>	DDUH Library	84	38.7
	Hamilton Library	35	16.1
	Eavan Boland Library	23	10.6
	Lecky Library	8	3.7
	Kinsella Hall/Usher Library	39	18
	I do not go to the Library	28	12.9
	Total	217	100
<i>If the library of your choice is closed, where would you most likely go instead?</i>	DDUH Library	45	23.8
	Hamilton Library	46	24.3
	Eavan Boland Library	33	17.5
	Lecky Library	18	9.5
	Kinsella Hall/Usher Library	41	21.7
	1937 Postgraduate Reading Room	6	3.2
	Total	189	100
<i>Do you consider the DDUH as an ideal place of studying?</i>	Yes	149	68.7
	No	68	31.3
	Total	217	100

Table 8. *Trinity College Dublin Libraries.*

Discussion and Conclusions

Demographics

The higher percentage of Year 2 students may be attributed to the program structure, as dental technology is a three-year course, while dental nursing and dental hygiene are both two-year programs. The lower response rate among Year 5 students may be due to their impending graduation from the DDUH, leading to reduced interest in potential improvements or changes that could arise as a result of the survey. Similarly, a study conducted by Scoulas et al. (10) also reported low participation rates from final years (10).

Library hours

The increased demand for greater accessibility during high-demand periods, such as exams and weekends, aligns with our initial hypothesis. Supporting this, Scoulas et al. (10) highlighted that studying for exams is among the top three reasons students use the library (10). Regarding extended weekend access to the DDUH library, responses from undergraduate students differed significantly from those of staff and postgraduates. A higher percentage of undergraduate students supported weekend access, compared to staff and postgraduates. This disparity may be attributed to differences in responsibilities and study needs between the groups. Staff and postgraduates are more likely to have family commitments, such as childcare, which may limit their interest for library access on weekends. Similarly, Palanisamy et al. (11) found that 51% of staff members did not visit the library due to insufficient time, whereas only 26% of students cited a lack of time specifically for visiting the library (11). Interestingly, a study by Washington-Hoagland and Clougherty (12) highlights that faculty and staff often underutilise library resources and services, not only due to time constraints but also due to a lack of awareness about their availability (12).

Staff members generally do not require extended study hours since their responsibilities do not necessarily demand intensive study time. In contrast, undergraduate students, particularly those preparing for exams or coursework, often need more focused study time, making weekend access crucial. This is especially true for international students and those in shared accommodations, where noise levels can hinder concentration. The library offers a quiet, structured environment not always available at home. Additionally, as a social hub,

it encourages peer interaction and collaboration, (5) and extended weekend access would enhance these opportunities, making the library a more inclusive space for student engagement.

Challenges using online databases

Among all disciplines, dental technology students had the highest proportion of respondents reporting challenges in accessing online databases. This disparity was unexpected, given the similar framework across the courses at DDUH. One possible explanation is a gap in support or training for dental technology students in using online resources. These students may have less exposure to research tools and databases compared to their peers, as their curriculum likely emphasises clinical and practical skills over research and database navigation.

Usefulness of services available

Study spaces were regarded as one of the most valuable library services, emphasising students' strong preference for a quiet and structured study environment. This underscores the continued significance of physical library spaces, even in an era of digital transformation. As Aduba et al. (13) confirms that despite technological advancements, the physical spaces of libraries remain essential in academic settings (13). These findings align with existing literature, which highlights the necessity of flexible and well-equipped learning environments to support academic success (3).

Interestingly, librarian services ranked the lowest in perceived usefulness, suggesting that students may either be unaware of the full range of support librarians provide or may not frequently seek their assistance. Research indicates that while students generally acknowledge librarians' expertise, particularly in relation to information resources, many still hold outdated perceptions of their roles and responsibilities. These misconceptions can significantly impact students' willingness to seek help from librarians. A study showed that only 25% of students reported consulting a librarian multiple times a year, while 43% stated they never sought assistance (14).

Study limitations

While this study provides valuable insights into library usage and student preferences at the DDUH, it has several limitations. First, the sample size, though sub-

stantial, may not be fully representative of the entire student and staff population, as participation was voluntary and could be biased toward those with stronger opinions on library services. The study also relied on self-reported data, which may introduce response bias, as participants may have overestimated or underestimated their library usage and difficulties faced. Furthermore, while the study identifies key trends, it does not explore in-depth reasons behind students' and staff members' preferences, requiring further qualitative research to gain a more refined understanding.

Recommendations

Based on the findings, several recommendations can be made to enhance library services at the DDUH. Given the strong demand for extended access, especially during exams and weekends, increasing library hours could better support students' academic needs. Additionally, efforts could be made to improve study space availability, including expanding quiet study areas and group study rooms. Enhancing digital resource accessibility, particularly for dental technology students, through targeted training and support sessions could also address reported challenges. To maximise the utility of librarian services, awareness campaigns should be implemented to educate students on the range of support available, encouraging greater engagement.

However, the feasibility of these recommendations depends on cost and resource availability. Any changes should be carefully evaluated to ensure they are financially viable and do not strain existing budgets. Additionally, pilot programs should be implemented to assess whether students genuinely utilise enhanced services rather than requesting them out of preference without actual need. For instance, a month-long trial at the University of Pittsburgh in 2011, during which the library operated on an extended schedule, found that usage during the additional hours remained relatively low (15). Collecting feedback and utilisation data from trial periods will help determine which improvements are most beneficial and worth long-term investment.

In summary, the major takeaway from this study is that while the DDUH Library is highly valued, addressing accessibility issues—both physical and digital—may be essential in ensuring it continues to meet the evolving needs of students and staff. By integrating modern

technology with traditional academic support, the library can further enhance its role in fostering academic excellence within the DDUH community.

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Creating an open, community-driven and resilient database of life science literature metadata: a brief overview

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Abstract

This article presents a brief overview of the proposed OLSPub (Open Life Science Publication database) project, which seeks to develop a continuously expanding database of life-science metadata. Designed as a resource built by the community and for the community, OLSPub aims to provide an open, interoperable, and sustainable infrastructure that enhances access, supports discovery, and ensures long-term resilience in the management of biomedical literature.

Key words: databases, bibliographic; information storage and retrieval.

Introduction

Biomedical researchers worldwide rely heavily on PubMed as the primary database for life-science literature. The National Library of Medicine (NLM), which operates PubMed, reports more than 35 million individual bibliographic entries indexed through the PubMed system and 3.66 billion searches in PubMed in 2023 (1). In addition, PubMed's data is not only used via the search platforms, but also provides the basis for numerous other databases such as Open Alex (<https://openalex.org/>), Europe PMC (<https://europepmc.org/>), LIVIVO (<https://www.livivo.de/>) and many further services. This centrality creates a single-point dependency for discovery services used by clinicians, researchers, librarians and the general public. Recent policy developments in the United States, such as proposals to cut federal research budgets (2), including in the life sciences, and the abrupt dismissal of the Director of the Library of Congress (3), underscore the vulnerability of depending on a single national system for worldwide scientific access. Several of these decisions even with larger magnitude were made rapidly, leaving little time for the international research community to prepare or respond (one example is the sud-

den end of funding for the FlyBase database, a central resource for research on *Drosophila*, FlyBase, <https://flybase.org/>). The prospect that services like PubMed could be scaled back, restructured, or even withdrawn poses a serious risk for the global science community. For many researchers, clinicians, and librarians, PubMed is an indispensable daily tool. The fear of losing or losing access to such a resource already diverts time, attention, and energy away from scholarship and service (4).

OLSPub: a project proposal

OLSPub (<https://www.zbmed.de/en/research/current-projects/olspub>) is a proposal led by the German Central Library of Medicine (ZB MED) – Information Centre of Life Sciences, to establish an open-source, resilient, Europe-based life-science literature database intended as an interoperable and sustainable complement or alternative to PubMed with the MEDLINE database forming the core of PubMed. The project proposal, submitted to the German Research Foundation (DFG) on 28 May 2025 and publicly archived on Zenodo (5), aims to combine large-scale metadata harvesting, MeSH-aware subject indexing (including Ger-

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man translations), community governance, and hosting on national bioinformatics infrastructure (de.NBI). The proposal is currently under review.

To implement the proposed solution, OLSPub has articulated three primary objectives that collectively address the technical, user-facing, and organisational dimensions of building a sustainable open literature database for the life sciences. These objectives can be summarised as follows:

- (1) data integration: develop the legal and technical foundations required to ingest and harmonize current and future publications from publishers, with an initial focus on journals already indexed in MEDLINE;
- (2) Access and discovery: create a user-facing platform that mirrors the core functionalities of PubMed while extending them through MeSH-based indexing and multilingual support to enable more powerful search and retrieval;
- (3) community and governance: Build a durable collaborative network of stakeholders spanning individual researchers, libraries, and institutions to guide the long-term evolution of an open life-science literature database and to secure sustainable European oversight and management.

Rather than seeking to replace existing platforms, OLSPub aims to complement them by offering an independent and openly governed alternative that reflects European language priorities and infrastructure needs. Europe PMC (operated by EMBL-EBI) already delivers access to millions of biomedical abstracts and full texts with extensive support for text mining, while OpenAlex provides a comprehensive, openly accessible bibliographic index across research domains. LIVIVO is a discovery service that builds on MEDLINE/PubMed by expanding it to include additional sources of information on biomedicine, health and agriculture. However, Europe PMC, OpenAlex and LIVIVO all ultimately depend on PubMed as a core source of biomedical metadata and could not function in their current form without it.

The OLSPub project, whose proposal was submitted to the DFG for funding in May 2025, presents a concrete and technically feasible plan to develop an open, MeSH-enabled, Europe-hosted life-science publication database. The proposal was drafted following several community consolidation sessions and was made pub-

licly available immediately after submission (5). Its main strengths lie in a strong focus on interoperability, community integration, solid institutional expertise, and a commitment to multilingual metadata and transparent governance. Major challenges remain, namely legal agreements for data redistribution, operational funding, and community governance, but the project addresses these at the planning stage.

If successfully implemented, OLSPub has the potential to enhance diversity and strengthen sovereignty in life-science literature discovery. It would reduce dependency on a single source or jurisdiction for essential literature services, expand accessibility for non-English speakers through regionally curated multilingual subject metadata, and foster the development of open programmatic interfaces and community-driven tools to support text mining and reproducible bibliometrics. Rather than duplicating the functions of existing platforms such as Europe PMC and OpenAlex, these contributions would complement them, provided that strong interoperability agreements are established.

A decision on the project approval will be made this autumn. Regardless of this, ZB MED is already committed to building a community, for example through regular online information meetings. If the project proposal is rejected, less formalised financing options will be examined and utilised.

Submitted on invitation.

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Bridges to New Horizons:

*Innovations in Health Information and
Medical Libraries*

EAHIL 2026
Conference

ANTALYA - TÜRKİYE
www.eahil2026.tr

JUNE
08-12
2026



European
Association for
Health
Information and
Libraries

The EAHIL 2026 Conference, Antalya, Türkiye, 08–12 June 2026

FIRST CALL FOR PAPERS AND POSTERS

On behalf of the International Programme Committee (IPC) and the Local Organising Committee (LOC), it is our great pleasure to invite you to the EAHIL2026 Conference in Antalya, Türkiye.

The conference will provide new insights, best practices, and opportunities to exchange knowledge in the field of health information and medical libraries. EAHIL2026 will feature keynote presentations, oral and poster sessions, interactive workshops, hands-on continuing education courses (CEC), and a varied social programme designed to foster innovation, professional growth, and meaningful connections among participants.

This will be the first time EAHIL is held in Antalya, marking an important milestone for the city's visibility and contribution in the field of health information and medical librarianship. In line with its main theme, the conference aims to serve as a bridge across many dimensions: fostering interdisciplinary collaboration among health information professionals, clinicians, researchers, and technology experts; bringing together colleagues from different continents and cultures; linking academic research with everyday healthcare practice; connecting technological advances such as AI with human-centered care; and strengthening ties between libraries and policy makers to support evidence-based decision-making. Together, these bridges will open new horizons for our field.

We look forward to welcoming you to this exceptional event and sharing the beauty of Antalya - a crossroads of history, culture, and innovation - with you. Antalya's role as a historic and cultural hub will further enrich the conference experience for all participants.

Main Theme

Bridges to New Horizons: Innovations in Health Information and Medical Libraries

The theme was chosen to reflect the pressing global developments shaping our profession, including artificial intelligence, ethics, access to information, and health equity. These issues highlight the essential role of health information professionals in creating equitable, innovative, and human-centered systems for the future.

Sub-themes

1. Emerging Technologies in Health Information and Medical Libraries
 - a. AI and Machine learning
 - b. Block chain
 - c. Innovation & Entrepreneurship
 - d. Big Data and Health analytics
 - e. Interoperability and metadata
2. Ethics, Privacy, Security, Equity and Justice
 - a. Knowledge systems
 - b. Infrastructure, access and advocacy
 - c. Inclusive data practices
 - d. AI Ethics
 - e. Open Access and equity
3. Emerging roles
 - a. Clinical librarianship
 - b. Libraries as knowledge hubs
 - c. Virtual and augmented reality
 - d. Managing health information and medical libraries with AI
4. Education, capacity building and the future of library spaces
 - a. Training for digital transformation
 - b. Health and AI information literacy
 - c. Redesigning physical libraries
 - d. Green libraries
 - e. Maker spaces and health innovation labs
5. Knowledge mobilization and implementation
 - a. Research into action
 - b. Building partnerships
 - c. Knowledge translation toolkits and services
 - d. Metrics
6. Best Practices
 - a. Success stories
 - b. Multicultural Library service
 - c. Global trends
 - d. Evidence based practice
 - e. Evidence in health policy
 - f. The role of libraries

Types of Contributions

- Oral Presentations
- Poster Presentations
- Interactive Workshops
- Continuing Education Courses (CEC)

The IPC encourages innovative and interactive proposals aligned with the main theme and sub-themes.

Abstract Submission

Abstract submission will be online at <https://eahil2026.tr/>

Important Dates and Announcements – Key Deadlines

- Call for Papers Opens: 15 September 2025
- Abstract Submission Deadline: 14 November 2025
- Notification of Acceptance: 15 December 2025
- Early Registration Opens: 01 December 2025
- Early Registration Closes: 08 May 2026
- Preliminary Programme Release: March 2026

Organising Committees

International Programme Committee (IPC)

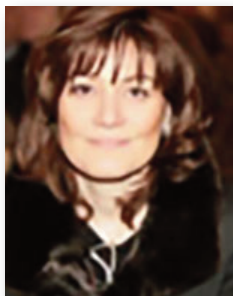
- Chair- Prof. Dr. Hamza KANDUR – Antalya Bilim University, Antalya, Türkiye
 - Co-Chair -Francesca GUALTIERI – Head, Scientific Information & Library Services, Rottapharm Biotech, Monza, Italy
- Local Organising Committee (LOC)
- Chair-Assoc. Prof. Dr. Güssün GÜNEŞ-Marmara University, İstanbul, Türkiye
 - Co-Chair -Kübra Zayim GEDİK -Bezmialem Vakıf University, İstanbul, Türkiye

For Further Information

info@eahil2026.tr

We warmly invite you to Antalya, Türkiye, a meeting point of continents, cultures, and ideas, to join us in shaping the future of health information and medical libraries. The programme is designed not only for academics and librarians, but also for health professionals, information managers, and policy makers, ensuring a rich and inclusive exchange of ideas.

Letter from the President



Francesca Gualtieri

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Dear EAHIL Members and Friends,

I hope this message finds you well and inspired following our recent gathering. The Lodz Workshop in Poland will remain a treasured memory for all of us. The warm hospitality, vibrant discussions, and collaborative spirit truly embodied the essence of EAHIL's mission: to connect, learn, and innovate in the field of health information and libraries.

Reflecting on the success of Lodz, I would like to warmly encourage all our members to consider hosting the 2027 Workshop. This is a wonderful opportunity not only to showcase your institution and country but also to reinforce our shared commitment to advancing professional development and fostering networks across Europe and beyond. Hosting the workshop is a rewarding experience that strengthens our community and helps build lasting partnerships.

Looking ahead, please remember that the next EAHIL conference will take place in Antalya, Turkey, where we will once again come together to explore new trends, share knowledge, and celebrate our profession. Following on from the two previous successful events in Turkey (2011 and 2021), our Turkish colleagues have prepared an innovative program that bridges culture and professional goals. Your participation will be key to continuing the tradition of excellence that defines EAHIL and represents a unique opportunity to connect with colleagues from Southern Europe and beyond.

Lastly, I am excited to announce that at the beginning of October, we will start a comprehensive restyling of the EAHIL website. The updated site will feature a fresh, modern design aimed at enhancing user experience, improving accessibility, and better supporting our members' needs. We are sincerely grateful to our current sponsors who have supported this initiative, and we warmly invite new sponsors to join us in making this project a success. Your feedback during the transition will be highly appreciated.

Thank you all for your ongoing dedication. Together, we continue shaping the future of health information and libraries.

Warm regards,

Francesca Gualtieri
EAHIL President

Memories from EAHIL Scholarship recipients



Emily Pulsford

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I was looking forward to the EAHIL Workshop in Łódź, Poland, for many reasons. Firstly, my SCHARR colleagues have always praised the conference for being friendly and inspiring. Moreover, I am new to the health information profession, and this would be my first time attending (let alone presenting at) an international conference. So, my expectations were high, and I'm happy to say they were more than met.

Members of the Local Organising Committee made me feel very welcome at the first timers' evening reception. This was held at the MeMo Mediateka, a 19th century building redesigned to incorporate a modern library and events space, the perfect venue for library and information professionals to break the ice.

It was great to then see these friendly faces over the main three days of the conference, during the packed programme of presentations, lightning talks and longer interactive workshops. The conference theme, IMAGINE, encompassed various topics, meaning I came away with many new ideas and practical takeaways. Keynote speaker, Janina Bąk, who talked about statistics and misinformation, was particularly engaging and a reminder of why information literacy (and our work) is so important. I also learnt about open access strategies, how libraries have transformed their services, and about specific use cases for familiar tools like Zotero, and innovations such as Scopus AI. I also engaged my coding and syntax skills in learning how to search OpenAlex in one of the interactive workshops on the programme.

AI was not the only theme, but it was a popular one. I enjoyed reflecting on and discussing many issues relating to it: where this technology might take our profession; how libraries and institutions have stepped in to fill a knowledge or leadership gap around AI; even what it means to be human.

Another highlight was networking and talking to fellow professionals. This was both during the main programme, and also the social events organised to maximise the collegiate feel of the whole conference. Łódź was a fantastic host city with a young, confident vibe against a mixed backdrop of historical buildings. This post-industrial contrast was highlighted during the walking tour on the social programme by the excellent guide who presented with the perfect mix of humour and facts.

I am grateful to the EAHIL organising committee for the opportunity to attend the conference and participate in all these experiences. In particular, it enabled me to co-present an interactive workshop myself, on the theme of getting started with automating familiar tasks using AI. This was a really valuable experience and I enjoyed interacting with a sizable and engaged audience. Hopefully they went away feeling more confident about experimenting with AI in their work. I certainly came away feeling more confident about presenting.

So thank you Łódź, thank you EAHIL, thank you friendly and generous attendees, and let's not forget my amazing workshop collaborator and co-host, for a wonderful experience. Future conferences will have a lot to live up to.



Remy van Alebeek

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I am very grateful and appreciative of being awarded the EAHIL scholarship in 2025. I had an absolutely fantastic time within the city of Łódź in Poland this year. My positive experiences can be attributed towards the delightful large presence of both national and international colleagues. I thoroughly enjoyed the inspiring workshops and presentations held by those who were present.

Last year in Riga I had the luxury of being able to absorb everything without presenting myself. This year, however, I had both a workshop and a presentation under my repertoire. My presentation covered an innovative application for searching within PubMed (dubbed REMI 2.0), while the workshop (which I performed together with my colleague Floor Ruiter) covered the topic of using prompting techniques for AI in elaborating concepts within a literature search. I truly never expected how well my presentation on REMI 2.0 would be received, even going as far as earning an honourable mention at the closing ceremony. With all the colleagues that approached me after the workshop, I felt for a moment what it might be like to be a celebrity!

Besides my own workshop and presentation, I also attended several other inspiring presentations which focused on well-being, collaboration/team-building, and interactive teaching techniques. With the information overload in the densely-packed programme, some ideas for well-being were definitely well-appreciated!

That said, there was also a lot of room to unwind with the fantastic lunches (yet another highlight), and the social events. There is something to be said about how something as mundane as textile can be made so interesting and fascinating to learn about, which is exactly what we did at the White Factory. It was also very eye-opening to learn how Łódź grew from a small village to a large industrial city. Besides the organised social events, I would be lying if I said that I did not enjoy the drinks, company and the fabulous view at the skyFLY Bar in the Vienna House.

With the scholarship, the large appreciation that was shown for both the workshop and the presentation that I had given amongst the other talks, I am quite certain that EAHIL has not seen the last of me. In my future endeavours I hope to continue to grow, inspire and innovate within the field of health information literacy. Looking forwards to hopefully seeing a lot of you next year in Antalya!



Norin Hamouda

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Hi! I am an information specialist at KU Leuven in Belgium. My daily tasks revolve predominantly around information retrieval and systematic searching. We support Master's students and researchers through one-on-one consultations, tailored to specific research topics, or more generally in group settings via interactive sessions and workshops.

It is always delightful to have the chance to join the annual EAHIL conference and this was my second time. The previous time was in Trondheim, Norway in 2023 during my first year as an information specialist. This time around, at EAHIL in Lodz, Poland, it was the right moment to apply for my first EAHIL scholarship, which we successfully got; hence, I had to write this report for the September issue of JEAHIL! Furthermore, I was ready to actively participate by giving a 15-minute presentation on one of our successfully completed projects titled, "Mapping Researcher Awareness of Research Support Library Services at KU Leuven".

I have never been to Lodz before, so it was exciting to visit a new city. It was really convenient that the conference took place in the same building as a hotel, so we booked our stay there and did not have to commute. Additionally, the hotel was located within walking distance from a shopping mall and other stores. So, being the shopaholic that I am, I wandered around in some of the shops. Even when I did not need anything, I would still end up buying a thing (or five!).

Now, all the fun aside and back to business. As mentioned, I presented a project we conducted to find means to increase the visibility of our services among researchers. Through a 15-minute presentation, I shared our experience, limitations and some findings. It was a great opportunity to get feedback and insights from other attendees that we could apply to future projects. Besides, it was a way to help inspire them to try a similar approach at their organisations.

The conference program encompassed keynote talks, continuing education courses, workshops and presentations covering various topics, like information retrieval, open science and artificial intelligence, of which I tried to attend as much as I could. During the workshops, "Evaluating the accuracy of a search strategy for optimal result retrieval" by Mala Mann, and "Informing the systematic search process: How to improve communication between information specialists/librarians and researchers" by Irma Klerings, Mala Mann and Maria-Inti Metzendorf, I acquired useful knowledge that I can apply in my daily job. I also joined the workshop organized by Marshall Dozier and Rena Lubker titled, "Librarians for Librarians", which provided a safe space to talk about the struggles some librarians face due to the economical and political circumstances of their countries. It was an eye-opening experience where I gained more respect, appreciation and empathy for these librarians.

Socially, I was glad to meet (new) colleagues and engage with many in delightful conversations and interactions.

Last but definitely not least, I would like to thank the EAHIL Board for granting me the scholarship to attend the EAHIL conference 2025 and congratulate them, as well as the organising committee, on such a well-organised and successful event. Thank you and I hope to see you in future EAHIL conferences!



Liam Bennett

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While I am not a new librarian as such, having spent just over ten years working in prison libraries before joining the NHS, I was certainly surprised and happy to win a scholarship for EAHIL 2025 at the end of my first year of working in a medical library. It was a wonderful opportunity to learn more about this particular field of librarianship and I think it will be really useful for my professional development going forward. I was encouraged to apply for the scholarship by a colleague who attended the 2024 conference and I have already enthusiastically recommended it to other librarians across Wales.

Attending EAHIL in the beautiful city of Łódź was a real joy, and it made me feel a little silly for being nervous about attending in the build-up. Events, such as the First-timers Reception at the beautiful MeMo Mediateka or the visit to the White Factory Textile Museum, really helped promote a sense of friendly fellowship amongst the attendees, and were fantastic for networking opportunities. The relaxed and informal breaks and lunches really built on this and helped me feel comfortable as a lone traveller and first-time attendee. Everyone I met was warm and welcoming, and there was a real sense of comfort and respect as we chatted about the profession and the ways in which it is developing.

I put myself down for a roughly 50/50 mixture of presentations and workshops, and it allowed me to experience a good range of content without becoming tired by the longer sessions. My day-to-day work is becoming increasingly influenced by the influx of Artificial Intelligence resources so it was very useful to be able to attend multiple sessions on this topic. I particularly enjoyed the workshop conducted by Nele Pauwels on the responsible use of AI in Literature Research and have already been able to share some of her ideas with my colleagues across Wales as we look to build a workable strategy for using these tools. This session explored resources beyond the usual ChatGPT and it was really useful to hear the thoughts of someone else who has incorporated them into their work, and it gave me some great ideas for how to improve my practice going forward. Similarly, the workshop by Mala Mann that allowed participants to dissect and analyse a search strategy was a fantastic way for me to improve my skills in literature searching as somebody relatively new to it.

Overall, I found the whole experience to be reinvigorating with regards to professional development. It can be easy to lose track of the wider profession as everyday tasks take up most of your time, so coming to an event like this was a great way to appreciate what colleagues across the world are doing and reconnect with the current issues in a practical way. I would be remiss not to also mention the enjoyable evenings spent with everyone taking in the beautiful view at the skyFLY Bar on the roof of the conference centre too!

I would like to thank EAHIL and the organising committee for setting up such a fantastic event and for awarding me a scholarship spot. It was a wonderful first experience and I look forward to attending again in the future.



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Dear colleagues,

welcome back to my column! I hope you all enjoyed this summer and had the chance to rest up and recharge for the upcoming fall.

As always, I've selected news and articles on the most discussed trends related to biomedical librarianship. This time, apart from a very interesting initiative by the German National Library of Medicine, I've found a new IFLA document on Artificial Intelligence (speaking of which, have you read the last JEAHIL issue edited by David Ožura on Artificial Intelligence and libraries?) and an interesting debate on predatory journals. For my section "Reading suggestions" I've found two journal issues on ethics and generative AI and a new book on Open Science (open access, of course!). Regarding the upcoming events, I suggest you don't miss the 14th OAI workshop, always full of interesting talks. Enjoy!

JOURNAL ISSUES

Health Information and Libraries Journal contents of September 2025 (42:3)

Editorial

- **Actioning actionable knowledge: what do we mean by knowledge mobilisation?**
Sue Lacey-Bryant

Review

- **Trends in use of the new MeSH term "Overdiagnosis": A bibliometric review.**
Emma Grundtvig Gram, S Barnett Kramer, Karsten Juhl Jørgensen and Steven Woloshin

Original Articles

- **Barriers to health literacy of patients with cardiac implantable electronic devices: A qualitative approach.**
Merve Erunal and Hatice Mer
- **Enhancing health literacy outreach: A key role for medical libraries in achieving Sustainable Development Goal 3.**
Justice Adjei Manu Obeng, Monica Mensah Danquah and Perpetua Sekyiwa Da
- **Role of Pakistani e-Libraries in promoting health awareness for the attainment of Sustainable Development Goal-3.**
Saira Hanif Soroya, Ashraf Sharif and Anthony Faiola
- **Effective use of maternal health information among pregnant women in Tanzania towards achievement of Sustainable Development Goals.**
Jelly Ayungo and Emmanuel F. Elia

PUBLICATIONS AND NEW PRODUCTS

- **Omani citizens relied more on international sources of information to inform themselves during the COVID-19 pandemic.**
Mohammed Al-Suqri
- **Exploring the utility of Preevid, an evidence-based answer service to clinical questions, during the COVID-19 pandemic.**
Concepción Rosa García, Amalia Mas Bleda, Josefa Patricia Moreno Pina, Isabel Pozo Serrano, María del Carmen Sánchez López, Juan Antonio Sánchez Sánchez and Enrique Aguinaga Ontoso
- **Bridging the health information gap among undergraduate university students: The role of academic libraries.**
Diana Atuase, Paulina Kwafoa, Christophe Filson, Gloria Tachie-Donkor and Paul Nunekpeku
- **Health information services of academic medical libraries in China during the pandemic era.**
Yuan Meng SA, Weijing Gong, Rui Guan, and Li Dong
- **Vaccination uptake is influenced by many cues during health information seeking online.**
Mohammed Khojah and Mohammad Sarhan
- **How parents of children with musculoskeletal disorder use short videos for seeking health information and support: A qualitative study.**
Yating Li, Hui Ouyang, Gan Lin, Jinghui Yao and Yun Chen
- **Health consumers' emotional responses toward asthma videos on YouTube are influenced by time since posting, number of tags, subject of content and the emotional tone.**
Yanyan Wang, Jin Zhang, Xiaohan Yan and Benjamin Ombati Omwando

Regular Features

AI and New Technologies

- **Creating a community of practice to improve skills and knowledge and create re-usable resources to deliver Artificial Intelligence training.**
Susan Smith

Learning and Teaching in Action

- **Developing the knowledge and library services researcher: A pilot project.**
Gil Young and Maria J Grant

Practice Based Studies

- **Cultural diversity in health libraries: An International Book Collection Initiative.**
George Jerish Choothamparambil Joseph

FROM THE WEB

- **The German National Library of Medicine announces a PubMed alternative**
The German National Library of Medicine (ZB MED) has recently announced that it will develop an open, reliable, and sustainable alternative to the PubMed database. This alternative database will provide access to the content currently available on PubMed. Regarding the updating of the database with new publications, two options are being explored: replicating the current data model submitted by publishers, including abstracts, or using metadata from CrossRef, which already accounts for about 90% of what currently feeds into PubMed. A key milestone for the sustainable availability of specialized medical information has already been achieved: current PubMed content is already accessible through the LIVIVO search portal. Several Open Access publishers have already expressed their willingness to submit their

metadata to the project, while convincing commercial publishers is expected to be more challenging. The project is called OLSPub — Open Life Science Publication Database.

- **IFLA new document on Artificial Intelligence**

IFLA has published a new resource titled IFLA AI Entry Point for Libraries and AI, designed to help librarians evaluate the ethical implications of using AI. This document offers a set of key considerations and scenarios to guide reflection and dialogue around the potential benefits and risks of implementing AI in library environments. It emphasizes the importance of aligning AI adoption with core library values and ethics, which are crucial to ensuring the responsible use of AI in society. Although presented in written form, the document is intended as a practical tool to encourage critical thinking and collaborative decision-making regarding AI in libraries. It builds on the IFLA Internet Manifesto released in August of the previous year and serves as the first in a series of annexes aimed at supporting the library community on digital and technology-related issues.

- **ICMJE Should Create a Certification System to Identify Predatory Journals**

JAMA has published a letter responding to an editorial authored by a group of editors affiliated with the International Committee of Medical Journal Editors (ICMJE). The editorial discussed potential measures to address the issue of predatory publishing. In their response, the letter's authors argue that instead of allowing journals to self-declare adherence to ICMJE recommendations, the Committee should implement a stringent certification system. Under this system, the official ICMJE label—granted only to journals that meet high editorial standards—would serve as a mark of quality and could be revoked if standards are not maintained. This approach, they suggest, would enhance the credibility of reputable journals and restore the value of the ICMJE-endorsed list, helping researchers distinguish legitimate publications from predatory ones.

READING SUGGESTIONS

- Not an article but two issues: Library Trends has published two issues completely dedicated to Artificial Intelligence and library services, Introduction to Generative AI and Libraries: Applications and Ethics, Part I and II. In these issues, the authors provide a broad look at the way generative AI is affecting the library and information science (LIS) field, raise important questions about the ethical implications of these tools, and suggest how librarians can be leaders in the thoughtful application (or rejection) of generative AI. The issues, open access, can be accessed here: Volume 73, number 3: <https://muse.jhu.edu/issue/54940> number 4: <https://muse.jhu.edu/issue/55500>
- Nicola Cavalli ed. Current Trends in Open Science. Will Open Science change the world? <https://library.open.org/handle/20.500.12657/99339>

SOME FORTHCOMING EVENTS

EOSC Symposium 2025

November 03-05, Brussels, Belgium and online

The EOSC Symposium 2025 will mark the transition of the EOSC Federation into its operational phase. The first wave of registrations, by invitation only, opened early this summer and targeted priority stakeholders. It will be followed in the early autumn by a second wave of registration open to all interested participants. The option to follow the event online will also be available. More info at: <https://eosc.eu/eosc-symposium-2025/>

PUBLICATIONS AND NEW PRODUCTS

14th OAI Workshop

November 10-14, online

Each of the 5 days of the Geneva Workshop on Innovations in Scholarly Communication OAI14 will be devoted to a particular theme: Research Security and Openness, Open infrastructure, Navigating AI in Open Science, Commercialization and Open Science, and Research Integrity. For more info on this free event and registration click here: <https://oai.events/oai14/>

20th Munin Conference on scholarly publishing

18–20 November, Tromsø, Norway and streamed worldwide

The Munin Conference addresses a broad variety of topics in scholarly communication, with a focus on open science. This year's Munin especially encourages submissions on the following topics: Open science in a closing world, Indigenous rights in research, Transparency and replicability in science, Repairing the gaps in research infrastructure, Agency. More info at: <https://site.uit.no/muninconf/>

2025 LIS-Bibliometrics Conference

November 26, Leicester and virtually

The theme for the LIS-Bibliometrics conference 2025 will be Bibliometrics in Action. This is an in-person event but there will still be the option to attend virtually. Registration is free and open to all. More info at: <https://lisbibliometrics.wordpress.com/c-2025-about2025/>

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

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