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Piloting an Information Literacy Framework for one-to-one teaching at the University of Oxford

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Abstract

This case study evaluates practical uses of an adapted version of the Jisc Digital Capabilities Framework for one-to-one teaching in the Bodleian Health Care Libraries, University of Oxford. Predicted frequency of teaching twelve framework skills was compared with observed practice. The content of ten one-to-ones with postgraduate taught, postgraduate research, and clinical medical students was mapped against the framework's twelve skills. Valuable applications of the framework included prioritisation of training for new instructors, and prompting librarians to suggest additional topics that users may not request spontaneously. The skills list could also act as a "menu" or service catalogue when arranging sessions. However, effective one-to-one teaching should remain flexible and responsive to the user's needs, rather than following a strict checklist.

Key words: libraries, medical; education, medical, continuing; information literacy; competency-based education; case study.

Introduction

In 2024, the Bodleian Libraries at the University of Oxford adopted an information literacy framework to support information skills training, predominantly offered by library staff as the iSkills programme (1). This programme is undergoing a review of its remit, as previously reported in this journal (2). After a collaborative selection process, an adapted version of the Jisc Digital Capabilities Framework (3), focusing on the "Information, data and media literacies" section, was chosen. This case study investigated potential uses of the framework for library staff carrying out one-to-one teaching within the Bodleian Health Care Libraries (responsible for supporting staff and students within the Medical Sciences Division (MSD) and Oxford University Hospitals NHS Foundation Trust (OUH) staff). The scope included postgraduate taught (PGT), postgraduate research (PGR), and clinical medical students (years 4-6). Sessions lasted approximately 60 minutes and were held in person or via Microsoft Teams.

Methods

Before the pilot began, I read an internal document explaining Oxford's Information Literacy Framework, enumerated the skills, and made explanatory notes on how I would cover each skill in one-to-one teaching (Table 1). I then predicted for each skill how frequently I expected to discuss it in a one-to-one (Table 2). During October-December 2025, I used a post-training reflection document based on the Gibbs' reflective cycle (4) to reflect on each eligible one-to-one I taught that term, finishing with 10 in total.

In December 2025, I analysed my notes from the term and created a table describing how often I covered each of the skills (Table 3) and how that compared to my predictions (Table 4), wrote up my findings as a report, and presented my conclusions to colleagues.

Competencies and skills

The framework consists of four competencies: Find, Evaluate, Manage, and Share, which are divided into twelve skills.

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Piloting an Information Literacy Framework

Number	Skill	Notes
1.1	Understand different information source types and how they are created	What is grey literature, primary vs secondary sources
1.2	Select appropriate research tools	Which databases to search
1.3	Understand your topic, identify key words and construct an effective search query	PICO, synonyms, subject headings, Boolean, etc
1.4	Find online and print sources	Doing the search in a database, getting to full text
1.5	Document search queries and tools used	Accounts, saving, reporting
1.6	Keep up to date with new research	Alerts, rerunning searches
2.1	Critically assess the information gathered, with reference to the context and conventions within which it was produced	Critical appraisal of the choice of database/journal
2.2	Evaluate information	Critical appraisal of the content of the results
2.3	Adapt search queries	Translation
3.1	Gather, store and manage information	Covidence, Zotero, EndNote etc
4.1	Share information that you have found and acknowledge other people's work	Referencing styles, avoiding plagiarism
4.2	Understand the impact of journals	Publishing advice, metrics

Table 1. Enumerated list of skills with notes on the topics they would include in a medical librarian one-to-one setting.

Number	Skill	PREDICTION: How often in a 1-to-1?
1.1	Understand different information source types and how they are created	Sometimes
1.2	Select appropriate research tools	Always
1.3	Understand your topic, identify key words and construct an effective search query	Always
1.4	Find online and print sources	Always
1.5	Document search queries and tools used	Always
1.6	Keep up to date with new research	Sometimes
2.1	Critically assess the information gathered, with reference to the context and conventions within which it was produced	Rarely – on request
2.2	Evaluate information	Rarely – on request
2.3	Adapt search queries	Always
3.1	Gather, store and manage information	Sometimes
4.1	Share information that you have found and acknowledge other people's work	Rarely – on request
4.2	Understand the impact of journals	Rarely – on request

Table 2. Predictions of how often each skill might be covered in a one-to-one session.

Before teaching any one-to-ones, I made a prediction of how often I expected to cover each skill, given in *Table 2*.

Some of these skills, particularly 4.2 (choosing where to publish, using research metrics), are not something I regularly teach in group sessions, but I felt confident that I could answer basic questions on all skills, as well as signpost sources of further support.

Skills 1.2-1.5 and 2.3 are what I predicted to teach most commonly in one-to-ones, covering designing and running searches in databases.

Other skills such as critical appraisal (2.2) or using ref-

erence management software (3.1) are topics that I might spend an entire one-to-one covering on request of the reader.

No skill was covered in every one-to-one, even those on literature searching (1.1-1.6, 2.3). All skills were covered to some extent in at least one session – this highlighted to me that readers requested more varied help than I had predicted. The most commonly covered skills were 1.2-1.5 and 2.3 (literature searching), while the most rarely covered were 1.6 (alerts), 2.1-2.2 (critical appraisal) and 4.1-4.2 (referencing and publishing). The number of skills covered in each one-to-one ranged

Skill	1 (MSD PGT)	2 (Clin Med)	3 (Clin Med)	4 (OUH PGT)	5 (OUH PGT)	6 (OUH PGT)	7 (OUH PGT)	8 (MSD PGR)	9 (MSD PGR)	10 (OUH PGR)	Count
1.1	x	–	–	✓	x	✓	x	x	x	✓	4
1.2	✓	✓	✓	✓	✓	✓	–	✓	–	✓	9
1.3	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	9
1.4	✓	✓	✓	✓	✓	✓	x	✓	x	✓	8
1.5	✓	✓	✓	✓	–	✓	x	✓	x	✓	7.5
1.6	✓	x	x	x	x	x	x	x	x	x	1
2.1	x	x	x	x	–	x	✓	x	x	x	1.5
2.2	x	x	x	x	–	x	✓	x	x	x	1.5
2.3	✓	✓	✓	✓	x	✓	x	✓	–	✓	7.5
3.1	✓	✓	–	x	–	–	x	–	x	✓	5
4.1	x	x	x	x	✓	x	✓	x	x	x	2
4.2	x	x	x	–	x	x	x	x	x	x	0.5
Count	7	6.5	6	6.5	6	6.5	3.5	5.5	2	7	

Table 3. Results of observations recording which skills were partially or fully covered in each of the ten one-to-ones taught. Each column represents one teaching session, and each row represents one skill.

✓ = Covered thoroughly; – = Covered in passing, mentioned, or signposted a way to get help elsewhere; x = Not covered; MSD = Medical Sciences Division; Clin Med = Clinical medical student; OUH = Oxford University Hospitals NHS Foundation Trust; PGT = postgraduate taught; PGR = postgraduate research

Piloting an Information Literacy Framework

Number	Skill	PREDICTION: How often in a 1-to-1?	REALITY: How often in a 1-to-1?
1.1	Understand different information source types and how they are created	Sometimes	Sometimes
1.2	Select appropriate research tools	Always	Almost always
1.3	Understand your topic, identify key words and construct an effective search query	Always	Almost always
1.4	Find online and print sources	Always	Almost always
1.5	Document search queries and tools used	Always	Often
1.6	Keep up to date with new research	Sometimes	Rarely
2.1	Critically assess the information gathered, with reference to the context and conventions within which it was produced	Rarely – on request	Rarely
2.2	Evaluate information	Rarely – on request	Rarely
2.3	Adapt search queries	Always	Often
3.1	Gather, store and manage information	Sometimes	Sometimes
4.1	Share information that you have found and acknowledge other people's work	Rarely – on request	Rarely
4.2	Understand the impact of journals	Rarely – on request	Rarely

Table 4. Comparing the predicted frequency of covering each skill with the reality observed.
Bold = difference between prediction and observation.

from 2 to 7, but 70% (7/10) of the one-to-ones covered between 6 and 7 skills.

This table shows the difference between my predictions and the data on how often I covered each skill in a one-to-one.

None of my predictions were completely incorrect, but 50% (6/12) of them were slightly wrong, changing "al-

ways" to "almost always" or "often", and "sometimes" to "rarely".

Several topics covered didn't fit within the framework. I advised on methodological questions, usually around how to carry out a systematic review, choose between review types, or write a protocol. I also provided advice on academic writing and study skills, particularly for OUH staff.

Uses of the framework

The framework is useful to current library instructors as a skills audit, gauging their level of confidence in teaching each skill and to what extent. I felt confident that I could answer basic questions on all 12 skills, but some (e.g., 4.2, on publishing and research metrics) are better supported by classes from colleagues. This would identify areas suitable for continuing professional development and awareness of other sources of information for students.

Undertaking an exercise considering which different skills in the framework are taught most frequently (as in *Tables 1 and 4*) would be useful when training new library instructors. They could prioritise becoming confident in teaching the skills taught most often, moving to the less frequently-taught skills at a later stage. Librarians in other disciplines could undertake a similar process with the framework to inform inductions of new staff (either based on observations from teaching sessions, or predictions from past experience, as this proved to be accurate for ranking the skills). This could also be done for group training contexts as well as one-to-ones.

The framework is also useful for library staff to consider other topics to discuss in a one-to-one, where appropriate. Students may not be aware of skills they lack (e.g., the need to translate a search strategy for other databases), or realise that the library provides support for them (e.g., critically appraising a paper). The list of skills could potentially be offered as a "menu" or "service catalogue" when arranging a one-to-one, or available for the student to consult during the teaching session, to encourage further questions.

It would not be useful to treat the framework as a checklist of what must be covered in a one-to-one – this would be too much for a single teaching session and would be overwhelming for the student.

The nature of individual teaching

I found that I covered a wider variety of topics within a session than I might in a group class (which might focus on a few of the skills in more detail). This is because it is possible to tailor the content to the needs of the student, and they feel freer to ask questions. This flexibility is the key advantage to one-to-one teaching and should not be reduced in favour of a more rigid approach.

Often, a one-to-one may involve pastoral care and reassurance – sometimes students will feel able to ask questions that they feel embarrassed to ask academic staff. They may feel anxious or overwhelmed, and simply need some common sense advice or a fresh pair of eyes.

Conclusions

This case study analysed a term's worth of PGT and PGR teaching with MSD and NHS readers (10 examples). From this limited sample, it isn't possible to extrapolate confidently to other disciplines, but some tentative conclusions can be drawn.

The information literacy framework is a helpful reflection tool for assessing library staff's confidence in teaching each skill in a one-to-one setting. Library staff preparing to start one-to-one teaching can use the framework as a list of skills they should be prepared to teach (or signpost support for), with the more commonly covered skills taking priority. The framework should not be taken as a checklist for a one-to-one session (trying to cover too many skills at once). The framework can be helpful to remind library staff, or students, of additional topics they may choose to cover in a one-to-one. Some aspects of one-to-one teaching are not covered by the framework, including providing reassurance and pastoral care. One-to-one teaching should continue to be flexible and responsive to the needs of the reader.

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Three years of teaching about generative artificial intelligence

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Abstract

Ever since ChatGPT was launched, the authors of this paper – a writing instructor and a librarian – have been teaching extensively together about generative artificial intelligence (AI). Our first workshop generated numerous additional workshops for students, teachers, researchers, and administrators – and we were invited to contexts we had formerly not been invited to. We have always focused on AI in relation to searching and writing, but also addressed additional aspects such as AI and learning. Teaching together has added additional value, since our fields of expertise complement each other. In a rapidly changing field, we have focused on collaborative learning, expressed a non-judgemental attitude, and always welcomed discussions. Finally, generative AI has brought our areas of expertise – information literacy and writing – to the top of the agenda.

Key words: academia; education; generative artificial intelligence; information literacy; writing.

Introduction

In November 2022, the reality for university libraries changed. When ChatGPT was launched, we started receiving questions from students, researchers, and teachers. About sources: could you trust these tools for information? (Some simply assumed that you could). About writing: could we allow them to write for us? (Some had already started doing so). And about education: how might the use of generative artificial intelligence (AI) affect learning? (Many were worried).

Our library was quick to take on the challenge, and as a first step, we offered an open online session on the topic in April 2023, as part of a series about education and learning. The two of us were chosen to prepare the presentation. Lovisa is a librarian and information specialist who had recently completed a master's degree in information science. Anna is a writing instructor who has worked extensively on effective and transparent source use. The session attracted over 100 researchers and teachers, many times the average audience for the series.

Overview of teaching conducted

That first presentation spawned numerous new workshops. Audiences vary and include students, teachers,

researchers, supervisors, and administrators. We offer open, online workshops and are frequently invited to give workshops. Every workshop renders new invitations, some from groups who have not previously reached out to the library about information literacy and writing, such as numerous research groups and a course for doctoral supervisors.

What we usually talk about – and how these topics may have changed

From our first session until this day, we have almost always covered three areas: 1) generative AI, what it is and how it works (in academia), 2) searching with AI, and 3) writing with AI. Two additional topics have also been covered: some form of AI and learning and, as higher education and academic publishers began to adopt policies and recommendations on the use of AI, we integrated these policies into our sessions as well. Depending on how much time we have, we incorporate exercises to the different areas.

Generative AI: what is it and how does it work (in academia)?

First of all, we always seek to ensure that our audience understands how generative AI tools work: that large

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language models (LLMs) are trained to generate text – not facts or knowledge – and that the generated text may or may not correspond to reality or truth. We staunchly reject the term “hallucinations”, commonly used to describe factually incorrect information; these models merely do what they have been trained to do: generate text (for an early critic of the term, see 1). We have also increasingly highlighted that the companies behind AI tools often promise more than they can keep. For example, AI has been criticized for being a marketing term, used for a variety of technologies (2). Some have even suggested that as soon as something becomes useful, it is not called AI anymore (3).

We usually highlight news and reflections on the topic of AI in academia and/or education. Examples include how AI has been used to generate fake data sets (4), fabricate articles (5) and how individuals have been falsely accused of using AI in their manuscripts (6). Finally, we always address ethical aspects. These concern both the output of LLMs, such as copyright issues (7-9), transparency, reproducibility as well as the making of these tools, such as environmental aspects (10), enormous and profit-driven companies owning these models (11), and the outsourcing of the hard and tolling work of making AI output palatable to users (12).

Searching with AI

Initially, our teaching focused on solving a practical concern: patrons contacting the library with generated references to books and articles that did not exist, a concern also noted by others (13, 14). We therefore needed to explain to our patrons how LLMs differ from databases or search engines. Soon, new tools started to emerge, integrating LLMs with databases or search engines. It became possible to search for real sources using natural language and a chat interface. Technologies were blurred and are even more so today. AI search tools can be considered more intuitive thanks to their ability to interpret natural language, but they are not as transparent or reproducible. Increasingly, our teaching has focused on the difference between searching with AI and in traditional databases.

Writing with AI

As we address writing with AI, we first emphasize that although AI should generally not write texts for you, there may be productive ways of using it: to brainstorm

about a topic, overcome writer's block, or receive feedback on texts. However, we caution our audience to not over rely on these tools. Since the very first year of teaching, we have shared changes generated by a generative AI tool to an authentic student. Together with our audience, we identify changes that make the text better and clearer, changes that neither make the text better nor worse, and, most importantly, changes that risk changing the entire meaning of a text. Finally, we remind our readers how easy it is to “fall asleep at the wheel” and merely glance at AI generated changes. Increasingly, we have recommended AI users to ask for suggestions rather than re-writes to ensure both quality and ownership.

AI, education, and learning

While we have always focused on AI, information literacy, and writing, we quickly realized that we needed to address issues regarding teaching and learning as well. Many teachers were worried, and some feared that any conversation about AI may prompt students to use such tools. While we understood such fears, we urged for an open, explorative dialogue based on curiosity and a belief that most students are trying to do their best. We also suggested that the emergence of generative AI may allow us to address important subjects that have largely disappeared from the agenda: What does it mean to study at the university? What do students need to learn? Is it enough to merely produce a text to indicate that one has fulfilled the intended learning outcomes? Since we started teaching about the topic, we have happily noted that similar questions have been raised in opinions pieces (see for example 15, 16).

The topic of how to address AI with students gradually changed into a conversation about AI and learning, especially as much research emerged in mid-2025. This research has conflicting results; some are rather positive (17), while others show detrimental effects to learning (18). Although these studies do not always answer questions but rather pose new ones, we share them with our audience in the hope that they will continue these discussions beyond our workshops.

Disclosing your use of AI

As publishers and universities began to publish AI policies, we began to address how to disclose the use of AI.

When our own university implemented a mandatory AI disclosure in doctoral theses, we were asked to co-write recommendations about AI use in accordance with the new requirements (19). This topic, however, was very pertinent for a while but quickly became less so as people adjusted to both journal policies and our own.

Lessons learned

During these three years of teaching about generative AI, we have learned several things. We realized quickly that together, we could do much more than either one of us could have done on our own – and we would have more fun! Our competencies complement each other, since generative AI concerns information and writing, our respective areas of expertise. We also work together to keep track of the quickly evolving field, sharing scientific articles, news, and opinion pieces. While we do not teach every workshop together, we have realized that we lose value if we teach individually about the topic for too long without also teaching together.

Although more people use AI now than three years ago, every single group that we have ever taught has included both people who use AI frequently and with developed strategies and people who are less experienced and/or interested. Because of this diversity, collaborative learning works well – and benefits learning in numerous ways (20). We always acknowledge that some participants will likely be familiar with some of the information in the workshop (making them more likely to accept that fact) and invite them to share their experiences with the group. Teaching about generative AI has certainly allowed us to learn as well and develop our understanding of how people use generative AI, how they feel about it, and what concerns they have. Finally, we always encourage our audience to continue addressing the topic of AI as a collaborative learning experience.

As we teach, we have also considered our own roles. Firstly, we are rather humble: we are experts on searching and writing, but not on all the technical aspects of AI. Of course, we do need to stay updated about the topic of AI, but it is perfectly fine that we do not know everything that is happening in this rapidly evolving field. Secondly, we aim to stay neutral towards AI, although we have been accused of being both overly positive and overly negative. Some have expressed sentiments such as “you do not know what life is like for a busy researcher; we use these tools frequently and

if we did not, we would ‘fall behind’ ”. In response, we always aim for a non-judging attitude, welcome the sharing of experiences, while at the same time, we are happy to fully engage in an academic discussion about the topic. Importantly, being skeptical about generative AI does not mean being skeptical about technological advancements in general.

In relation to the above, we have noticed that people tend to be more positive about generative AI if they have used the tools extensively but are not as aware of the technical aspects, compared to those who have technical knowledge as well. Therefore, we tend to focus on technical aspects to give participants a more nuanced view of AI, that is, how do the tools work? We have deliberately chosen to focus less on prompting, a practical skill which we paid more attention to in our very first workshops.

Although AI is more commonly used now than three years ago, we have noted an increased resistance in the last year. At least one of us thought, about two years after ChatGPT was released, that using generative AI for writing would be the new normal for most. A few months later, however, we were not so sure anymore. Not only did research articles start to appear on the effects of AI use on cognition and work engagement (21) – and the results were inconsistent but concerning – but we also started noticing that many students grew increasingly hesitant to use generative AI. In parallel, we have seen similar signals from the world outside of academia (22-25).

Finally, perhaps one of the most interesting and pleasing effects of the launch of generative AI is that it has brought both of our areas of expertise to the top of the agenda, and allowed us to discuss questions that we have always wanted to discuss, with more people than ever: Why does it matter how and where we search? Why do we need to be aware of bias in searching? What is it? And: why do we write? What do we learn from writing a scientific text about a topic? And how does a writing assignment correspond to learning?

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Diamond Open Access and journals published in the field of Library and Information Science: a study on the Directory of Open Access Journals (DOAJ)

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Abstract

Open Access (OA) advocates are increasingly recognizing that the Article Processing Charge (APC)-based model should be overcome to develop alternative solutions capable of enabling the full and definitive establishment of OA in scholarly publishing. The Diamond OA model is seen as one of the possible solutions even if the journals using this model must cope with sustainability problems along with visibility issues. With the aim of assessing its current use among the Library and Information Science (LIS) Diamond OA journals, this study analyses their presence in the Directory of Open Access Journals (DOAJ).

Key words: scientific publishing; open access; diamond open access; library and information science.

Introduction

For several years, among researchers and the scholarly community, increasing criticism has been directed at the Article Processing Charge (APC)-based model adopted by a significant proportion of Open Access (OA) journals, since this has primarily benefited commercial publishers and conflicts with the principles of Open Science (1). The use of APCs has also been associated – along with the current research evaluation system that prioritizes quantitative over qualitative indicators and the “publish or perish” culture – with the proliferation of the so-called “predatory journals” (2, 3). In this context, the Diamond Open Access (Diamond OA) publishing model, defined by the absence of charges for both authors and readers, has increasingly attracted considerable attention as a possible alternative to other OA publishing models (4, 5).

The Diamond OA model is mostly supported by academic institutions, public bodies, non-profit organizations and is considered an inclusive model as it offers authors with fewer financial resources, or living in low-resource developing regions, the opportunity to publish their works (6, 7).

Diamond OA matches closely with the UNESCO Recommendation on Open Science (8) by supporting

principles such as openness, equity, integrity, accountability and collaborative knowledge sharing. This publishing model promotes fair access to scholarly outputs and embraces linguistic and cultural diversity. As declared at the Second Global Summit on Diamond OA held in Cape Town in December 2024, “sharing knowledge is a human right” and “scholarly knowledge must be a public good and must be accessible to all communities” (9).

According to a study published in 2021, Diamond OA journals are predominantly small-scale, community-oriented and non-profit journals, grounded in local contexts, funded by public resources and supported mainly by voluntary community work (10). Over the years, the number of Diamond OA journals has grown significantly and today this publishing model is committed to meeting high quality standards while addressing various challenges related to technical issues, management, visibility, and sustainability (11). The essential need to strengthen cooperation within the Diamond OA ecosystem is also increasingly recognized. Numerous initiatives worldwide support the Diamond OA publishing model and have contributed to enriching the debate (12). Among them, the European project DIAMAS (<https://diamasproject.eu/>) developed

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several tools and resources to support Diamond OA publishing, including the Diamond OA Standard (DOAS) (13), detailed guidelines (14), and an extremely useful and practical self-assessment tool (<https://diamas.fecyt.es/>) to facilitate Diamond OA publishing practices and evaluate their sustainability (15). This last tool is designed to analyse the level of compliance with the DOAS, and generates a useful final report with the obtained scores.

In collaboration with CRAFT-OA (Creating a Robust Accessible Federated Technology for Open Access), which is another Horizon Europe-funded initiative, DIAMAS has been working for some time on the Diamond Discovery Hub (DDH) (<https://ddh.diamas.org/en>), an authoritative European-level list of Diamond OA journals designed to enhance their visibility within the academic community. Journals must meet specific criteria to be included in the DDH, for example, a valid and verified ISSN, selection of contributions through an explicitly stated evaluation process, no subscription fees, etc. (16).

Furthermore, in January 2025 the European Diamond Capacity Hub (EDCH) (<https://diamas.org/>) was officially launched, offering a set of tools and resources to support the development and sustainability of Diamond OA publishing in Europe.

During 2025, the Directory of Open Access Journals (DOAJ, <https://doaj.org/>) – partner in the European CRAFT-OA project since 2022 – announced its intention to increase the visibility of Diamond OA journals within its index (17). DOAJ is a multidisciplinary database of peer reviewed, gold and Diamond OA journals. Founded in 2003, it currently indexes 22,568 journals. Recognised as an authoritative source for identifying OA journals, DOAJ applies strict inclusion criteria, which are widely considered the actual gold standard for assessing the quality and transparency of OA publishing. Moreover, this directory is widely referenced in Open Science policies, funder mandates, and institutional guidelines as a trusted list of OA journals.

Among its various activities, DOAJ participates in the Horizon Europe project ALMASI (Aligning and Mutualizing Nonprofit Open Access Publishing Services Internationally, <https://almasiproject.org/>), which seeks to strengthen non-profit OA publishing in Africa, Europe, and Latin America by providing free editorial services to authors and readers. In addition, DOAJ is

among the founding members of the Open Journals Collective (OJC), a collaborative initiative that enables libraries to support high-quality, community-led Diamond OA journals (18).

This paper retrieves and analyses the Diamond OA journals published in the field of Library and Information Science (LIS) and indexed in DOAJ. The aim is to provide a general overview of the current situation in this complex landscape, which might be useful for librarians interested in publishing in Diamond OA journals. At the same time, it is intended to promote this OA model among the LIS community, highlighting that the APC-based OA is not the only option for authors to publish and disseminate their work in OA journals.

DOAJ and LIS Diamond OA journals

A search was conducted on 21st January 2026, to establish the number of Diamond OA journals published in the field of Library and Information Science (LIS) and indexed in the DOAJ.

Journals' metadata were extracted from the exportable version of the DOAJ Public Data Dump (19), a mass file download of journal information in CSV format. Then, journals indexed under the DOAJ subject category "Bibliography. Library Science. Information Resources" were selected and, to exclusively focus on Diamond OA titles, those that charge APCs were excluded. The retrieved journals and their metadata were subsequently analysed to examine language of publication, licensing model, publisher type and country, and peer review practice (titles and metadata are available on request from authors).

The search retrieved 190 Diamond OA journals out of a total of 220 OA journals identified in this subject area, corresponding to 86% coverage.

The analysis of the publication languages (including bilingual and multilingual journals) shows a strong predominance of English, although 31 different languages are represented. The six most represented publication languages are: English (156 journals), Spanish (43 journals), Portuguese (39 journals), French (16 journals), Indonesian and Italian (11 journals each). Despite the number of researchers in non-English countries growing worldwide, and publishing standards and recommendations which promote equity, diversity and multilingualism, English is still the dominant language in scientific publishing, also in the LIS category, among the Diamond OA journals indexed in DOAJ. This in-

evitably creates barriers and imbalances by benefiting the native English speakers (20). While Artificial Intelligence (AI) resources may help in overcoming language barriers (for example by facilitating translations), the scholarly community should start thinking about the possibility of accepting publications or publishing material in languages other than English.

All retrieved journals, apart from one, adopt the Creative Commons (CC) open licenses (<https://creativecommons.org/>), as also recommended by the DOAJ itself. The most frequently used licenses are CC BY (88 journals), CC BY-NC (37 journals), and CC BY-NC-ND (34 journals). While CC BY is the most common license, reflecting a significant commitment to openness and reuse, a substantial proportion of journals apply more restrictive variants, particularly those limiting commercial reuse or derivative works. The substantial use of these restrictive licenses limits text and data mining, derivative works, and commercial reuse, which are increasingly emphasised in Open Science policies as key enablers of innovation and knowledge transfer. This suggests that there is only a partial alignment with Open Science goals: access is ensured, but full reusability is not yet universally embraced.

As for publishers and governance, most journals are published by universities, public research institutions, and scholarly or professional associations. Among them are, the American Library Association (ALA), the European Association for Health Information and Libraries (EAHIL), the European Association of Science Editors (EASE), the Canadian Health Libraries Association (CHLA), the CILIP Library & Information Research Group, and the US Medical Library Association (US MLA). Commercial publishing is almost entirely absent; which is logical when considering that Diamond OA entails no fees from both authors and readers and is in itself an equitable alternative to commercial publishing. Only one commercial publisher, De Gruyter, appears in the dataset with one of its two titles published under a Subscribe to Open model (S2O). S2O is an OA model in which all articles published in a subscription journal during a given year are made permanently OA, if the journal reaches its annual financial targets, typically based on subscriber participation (<https://subscribetoopencommunity.org/>). Diamond OA journals in the LIS category indexed in the DOAJ are published across a wide range of countries. The most represented publisher countries are the

United States (33 journals), Brazil (26 journals), Indonesia (12 journals), Spain (11 journals), and Poland (10 journals), followed by Iran, Canada, Italy, Ukraine, and the United Kingdom (7 journals each). These data show that the distribution is not uniform among different countries. The US is experiencing a growth in the publication of Diamond OA journals, also following the 2022 White House's Office of Science and Technology Policy requests to develop policies and open published research which is federally funded by the end of 2025. Latin America has always been considered as having a strong OA tradition (partly because of the presence of SciELO, the scientific electronic library online, <https://www.scielo.org/en/>) and Brazil, in particular, hosts the highest number of Diamond OA journals in Social Sciences and Humanities (SSH), according to a recent study analyzing the geographic and linguistic coverage of gold and Diamond OA journals (21). Indonesia is a "pioneer and a regional leader in Diamond Open Access" with the largest Diamond OA presence in Asia (2581 Diamond OA journals and 90 APC) (22).

Peer review models used by the Diamond OA journals indexed in the DOAJ are predominantly traditional and anonymised. Double-anonymous peer review is the most common model (134 journals), followed by single-anonymous peer review (32 journals) and peer review without specification (21 journals). Alternative models remain marginal, with open peer review adopted by only 6 journals. The debate on the many flaws of the traditional peer-review process, and the discussion on the opportunities offered by other non-traditional and more open forms of review – falling under the large "open peer review umbrella" – are still on, but it is clear that the scholarly community is still relying on traditional peer review systems to ensure ethics and quality in scientific publications (23).

Cross-check with Web of Science Core Collection and Scopus

Numerous studies have shown that Diamond OA journals are underrepresented in traditional databases, particularly in the field of humanities (21). On this basis we decided to cross-check the retrieved Diamond OA LIS journals against the Web of Science (WoS) Core Collection and Scopus citation databases to assess their presence and, therefore, their visibility.

Among the 190 Diamond OA journals retrieved from

DOAJ, 40 journals (21%) are currently indexed in the Web of Science (WoS) Core Collection, with two additional titles expected to receive an Impact Factor in 2026. Analyzing the ranking of these journals, 2 journals are ranked in the first quartile (Q1) and 5 in the second (Q2). A parallel cross-check was performed with SCImago Journal & Country Rank (SJR, <https://www.scimagojr.com/>), a public portal providing scientific indicators for journals and countries which is based on data from the Scopus database. The results showed that 58 of the Diamond OA journals identified via DOAJ are indexed in that database, corresponding to 30% of the sample. Analyzing the ranking of these journals, 7 are ranked in Q1 and 12 in Q2.

The only journal that ranks in Q1 in both the databases is the Journal of the Medical Library Association (<https://jmla.mlanet.org/ojs/jmla>).

30 journals are indexed in both these databases; 10 appear only in the WoS Core Collection and 28 only in Scopus. The remaining 122 journals (64%) are not indexed in either of these two databases. While there is a substantial overlap between the two databases, differences in DOAJ journal coverage reflect their distinct indexing policies. On the whole, Scopus provides a broader overall coverage, particularly in the social sciences and humanities, whereas WoS shows stronger representation of the biomedical sciences. Differences are also evident in geographic and language coverage. WoS has historically prioritized English-language journals and publications from Western countries, while Scopus indexes a larger proportion of non-English journals and titles originating from Asia, Latin America, Eastern Europe, and Africa (24-26).

Conclusions

The vast majority of OA journals publishing in the field of Library and Information Science and indexed in DOAJ, as shown above, are Diamond OA journals. However, their actual full compliance with all the current Diamond OA standards could be better ascertained by their own editorial committees, applying, for instance the mentioned DOAS self-assessment tool which, just to give an idea of its complexity, covers seven areas: Funding; Legal Ownership and Governance; Open Science; Editorial Management and Quality; Technical Efficiency; Visibility and Impact; Equity, Diversity, Inclusion, and Belonging (EDIB), including Multilingualism and Gender Equity.

The transition to a full compliance with the proposed standards will certainly require some time and will probably not be possible for all journals. In addition, some new achievements in the development of more effective procedures (such as those concerning the peer review process) will be necessary before journals decide to fully embrace different editorial practices. More difficulties, also in terms of financial sustainability, will probably be encountered by journals when growing into more successful and impactful publications (27). However, this high predominance of Diamond OA journals in the LIS category indexed in DOAJ might also be an indication of the great awareness and consideration that librarians and information specialists have towards those ethical principles which historically are both at the core of the OA movement and of their own profession.

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Libraries, reading and youth well-being in the digital age

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Abstract

Libraries play a central role in the well-being of young people, offering inclusive spaces where culture, relationships, and care intertwine. In a complex digital ecosystem, they become hubs of cultural engagement capable of supporting and promoting public health. Through reading, community groups, social prescription practices, and Health Humanities, libraries are becoming integrated infrastructures for young people and communities, rethinking prevention beyond the healthcare system.

Key words: libraries; library services; reading; adolescent health; digital media; health humanities.

Introduction

Today, for young people, the future often seems elusive and difficult to imagine. We live in an accelerated and omnipresent time, in which the possibility of planning for the future seems to be weakening: a condition that we could define as “afuturalgie”, or the pain of feeling deprived of a possible horizon (1). This generation is suspended between possibility and confusion, growing up in a world that is both evolving and in danger. Surveys conducted also in Italy in recent years (2-6), especially after the Covid-19 pandemic, show worrying signs: anxiety, silence, extreme behaviour, a weariness of life that affects bodies and relationships. For many, growing up seems to have become an exercise in emotional survival, often in families who struggle to find words for their children’s pain.

In this scenario the authors of this paper propose the construction of a symbolic, social and cultural framework to accompany young people on their journey of growth, to help them develop imaginative skills and tools to inhabit our time. To build their health. They will focus on a specific aspect of this framework: the social and cultural one that libraries embody.

Libraries as places of alliance between culture and care

Libraries represent the most widespread cultural institution in many countries including Italy. Their open,

inclusive and relational nature makes them places where knowledge and care come together and culture and well-being intertwine (7).

Furthermore, libraries are the home of reading, understood not as a cognitive exercise or skill, but as a practice that is deeply preparatory to well-being, capable of educating people about complexity, relationships and imagination. It is a practice that acts as a powerful tool for community cohesion and development.

To fully understand this role, it is necessary to bring into dialogue two paradigm shifts that are occurring simultaneously. The first concerns the world of culture and reading, where there is a growing awareness that cultural facilities are not an end in themselves, but a means: tools for relationships and well-being.

For a long time, the promotion of reading was conceived as an autonomous objective, a quantitative goal to be achieved. Today, however, thanks to numerous transformative experiences (8), it is clear that reading is an enabling tool, capable of activating social, educational and health-building processes. The second paradigm shift concerns health itself, no longer understood solely in pathogenic terms, centred on prevention and treatment of disease, but from a salutogenic perspective, which focuses on the resources, connections and conditions that enable individuals and communities to thrive. In other words, the construction of health. In this new horizon, reading, libraries and cul-

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ture are no longer accessory elements, but social determinants of health, factors that affect quality of life.

From this perspective, health building is not only the responsibility of the health system, but of all sectors, including culture.

This view is also confirmed at European level. The first OMC (Open Method of Coordination) report on Culture and Health, *Time to Act* (9), the result of collaboration between the Ministries of Culture and Health of the Member States of the European Union, explicitly recognises the role of cultural practices in promoting well-being. Culture and health are intertwined and find common ground in libraries, which are capable of translating these principles into concrete, local practices.

However, any reflection on culture and health must take into account the new environment in which our lives unfold: a profoundly changed environment, where digital technology has become not only a tool but also a living space. Digital technologies are now existential environments that are reshaping the ways in which we relate, learn, construct our identity and perceive ourselves and others.

In Italy, data from the 20th CENSIS Report on Communication 2024 entitled *I media e la libertà* (The media and freedom) confirm this trend: in 2024, 89.3% of Italians use smartphones (+1.2% compared to 2023), while social networks show a significant leap forward, reaching 86.1% of the population (+4%); among young people aged between 14 and 29, there is a consolidation in the use of image-oriented online platforms: 78.1% say they use Instagram; 77.6% YouTube; 64.2% TikTok. The presence of young people on messaging platforms is particularly significant, with almost total representation on WhatsApp at 87.4%, but also significant on Telegram at 42.9% (10, 11).

This ecosystem offers extraordinary opportunities for access to knowledge, expression and exchange, but it is essential to recognise that this environment is not neutral and to question the effects it has on identity formation and psychological well-being.

Young people, engaged in the complex process of identity construction, are exposed to violent or sexually explicit content, extreme ideologies, cyberbullying, amplified social comparison dynamics and phenomena of emulation linked to eating disorders or self-harming behaviour.

Rather than demonising or banning social media, it

seems necessary to intervene in the quality of the digital experience, working on content, exposure times, disconnection rituals, the development of self-regulation and critical thinking skills, and the strengthening of educational contexts.

In this context, libraries are strategic players within the educational community. As public, free and inclusive places, they guarantee equal access without discrimination based on age, ethnicity, gender, religion, nationality, language or social status (12), and can take on a new educational and cultural responsibility. They qualify as authentic “third places” (13), informal social spaces that complement the home and school, fostering meaningful relationships, shared creativity and social cohesion.

In this scenario of hyper-connectivity and vulnerability, libraries can represent a counterbalancing space: physical and symbolic places where slowness, concentration, relationships and trust can be rediscovered. Today, libraries can play a crucial role in building individual and collective well-being, especially if we look at them through the lens of social prescription.

Social prescription is a tool with significant transformative potential: it allows us to address certain forms of discomfort and pathology – not all, of course – by leveraging not only medical interventions but also the cultural and social resources available in the community. From this perspective, several research questions arise: How does reading a book, participating in a reading group, or visiting a library contribute to the psychological, social, and emotional well-being of individuals? What effects do these activities have on collective well-being, community cohesion, and social inclusion? How can libraries act as spaces of alliance between culture and care, and under what conditions can their role as “link workers” be most effective in supporting vulnerable populations, such as those living with chronic conditions, social isolation, mental health vulnerabilities, or socio-economic disadvantage? To explore these questions, several types of studies could be proposed: Qualitative studies, such as interviews and focus groups with users and staff, or participant observation in reading groups and library activities. Quantitative studies, such as surveys measuring perceived well-being before and after participation in library programs. Mixed-method studies, combining qualitative and quantitative approaches to capture both measurable changes in well-being and the personal experiences and narratives

of participants. Through such research, libraries could be investigated as genuine sites where culture and care intersect, with significant potential to promote both individual and collective well-being.

But to understand whether there is more that can be done to improve young people's relationship with libraries, let's look at the data from Istat (the Italian National Institute of Statistics) surveys, which show that this relationship has weakened in recent years. Among children and young people (aged 6-24), the percentage of library users is significantly higher than among adults, although it has fallen compared to the pre-pandemic period (2019). There is strong participation in the early years of school (almost 40% in 2019 among 6 to 14-years-old), but this tends to decline progressively with age. This indicates that the habit of visiting the library is strongly linked to the educational and school context, but struggles to consolidate itself as an autonomous and continuous practice over time (14).

While in libraries we are witnessing a growing fragility in the relationship between young people and reading, outside libraries the opportunities for contact with books and stories are multiplying. It is a paradox that raises profound questions: young people read much more than adults and for many of them it is also a deeply communal practice, but they often do so elsewhere, in informal, fluid contexts, outside the traditional book infrastructure. They seek shared reading experiences, becoming protagonists of silent book clubs, literary gatherings and rituals of reading aloud (8).

This is where the key concept of our reflection today comes from: cultural proximity. An idea that invites us to rethink the library as a generative place, capable of creating closeness – not only physical, but symbolic and relational – and of making culture accessible, habitable and shareable.

After the pandemic, there was a strong awareness that sociality and cultural enjoyment are inextricably linked. Cultural participation is not a solitary experience: the explosion of reading groups is a response to the need for community and a form of “natural social prescription”, capable of counteracting loneliness and isolation. Their growth in recent years is a powerful sign: it expresses the desire for community, for spaces where culture can be experienced together, as a shared and generative experience. It is also an implicit response to the digital world – not in opposition to it – as a recon-

quest of the space of presence, of authentic confrontation, of that giving exchange between people that is the very essence of a community. In this way, reading groups cure loneliness, strengthen bonds and are a very important tool for building well-being.

The Health Humanities approach perhaps represents a perfect synthesis of all this. It is an innovative frontier in the field of well-being, organically integrating art, culture, literature and medicine to promote health from a holistic and multidimensional perspective. Within this paradigm, libraries emerge as privileged places, capable of playing a highly significant role through the promotion of participatory cultural activities ranging from shared reading to creative writing, from expressive workshops to the visual arts (15).

These practices encourage emotional expression, stress regulation, a sense of belonging and the strengthening of psychosocial resilience. From this perspective, culture is not simply entertainment or personal enrichment, but qualifies as a preventive and transformative tool, capable of significantly affecting individual and collective well-being (16). By promoting the Health Humanities approach and developing structured partnerships with healthcare institutions, schools, educators and local associations, libraries can become genuine centres for promoting health culture, integrating participatory workshops on emotions, the body and well-being, guided readings on health-related topics, spaces for dialogue with health experts in non-medical contexts, peer education activities and co-design with youth groups.

Conclusions

In this systemic perspective, digital and health literacy are two complementary and synergistic dimensions of a new form of active citizenship, while libraries are definitively establishing themselves as places of early prevention, social inclusion and empowerment for the younger generations.

To make this transformative role effective, public policies need to be rethought to recognise libraries as public health actors and integrate them into cultural, educational and health welfare plans. At the same time, it is essential to invest in the training of librarians, developing educational, relational and digital skills to complement their traditional ones.

If we really want to take care of the future of our society, and in particular that of the younger generations,

it becomes strategic to invest in libraries as multifunctional infrastructures for health, culture and democracy. These are undoubtedly complex changes that require political vision, targeted investment and the ability to coordinate between different sectors and institutional levels. However, it is important to emphasise that these changes are not just future prospects, but processes already underway in many local areas, which are demonstrating the concrete feasibility of this innovative model.

Acknowledgments

This paper is an extended development of an oral presentation delivered at the conference “Biblioteche e Health Humanities. Giovani, lettura e nuove forme di welfare per la salute” (“Libraries and Health Humanities. Young People, Reading and New Forms of Welfare for Health”), held in Rome on 13 November 2025. The event was promoted by the Istituto Superiore di Sanità (Italian National Institute of Health, Library – Scientific Communication Service and Health Humanities Laboratory – National Centre for Rare Diseases) and Sapienza University of Rome (Department of Modern Literature and Culture), and organized by Chiara Faggiolani, Amalia Egle Gentile, and Vittorio Ponzani.

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Letter from the President



Francesca Gualtieri

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Dear EAHIL Members, Colleagues

It is my pleasure to address you with significant updates from the European Association for Health Information and Libraries (EAHIL). As EAHIL current President, I am honoured to announce the official launch of our enhanced website at <https://eahil.eu/>.

This new and fresh platform features a suite of new activities, including dedicated forums for scholarly discourse among health information professionals. I invite you to visit <https://eahil.eu/>

A special note of gratitude is extended to the entire EAHIL Board for their extraordinary dedication and tireless efforts in developing this platform in such a commendably short timeframe. Their expertise has delivered a resource of which we can all be proud. We thank also Vicsam Group for the development of the new WordPress platform.

EAHIL community continues to grow, now boasting 1,600 members. We remain committed to nurturing young and new members through our scholarship program, ensuring the vitality of our association for generations to come.

Additionally, we are finalizing a standard agreement with our sister organizations to strengthen collaborations and mutual support especially with IFLA and MLA, we hope to continue a collaborative exchange with them.

On the matter of leadership transition, preparations are underway for the election of a new President to serve the 2027-2029 term, alongside one additional board member. Prospective candidates are requested to submit their applications in April ([forms](#)), with the election process commencing in May. Detailed guidelines will be disseminated; your involvement remains essential to our governance.

Furthermore, our colleagues are diligently organizing forthcoming events, which will feature distinguished speakers and invaluable networking prospects. In 2027 our colleagues from Groningen (UMCG) will host our next meeting.

Your attendance at these events is vital – a true lifeline for EAHIL's continued success and sustainability. Precise details, including schedules and registration information, shall be provided during our General Assembly in Antalya next June. We are seeking for new sponsorship helping the association life and engagement and we do appreciate external support.

In parallel, I urge you to contribute articles or insights to the forthcoming Journal issue, thereby enriching our scholarly repository. I also extend a formal invitation to participate in the next conference, emphasizing that your presence is indispensable as the lifeline sustaining our association's momentum and community spirit.

Finally, I wish to share that I will not be seeking the Presidency for the next two years. This experience has been truly wonderful; I am profoundly proud to have served EAHIL, during which time we achieved remarkable growth, expanded our reach, and I deepened my professional experience alongside the invaluable relationships forged with each of you. I will continue to serve as Past-President.

Thank you for your unwavering commitment. I remain confident in our collective future.

Francesca Gualtieri

EAHIL President

EAHIL President and Board elections 2026

Call for nominations

We seek nominations for the election of President (2027-2028) and Board members (2027-2030).

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

Nomination's process

Deadline for nominations: 18 April 2026.

Nomination form: https://eahil.eu/wp-content/uploads/2026/03/Board-election_2026_Nomination-form.pdf

Nomination forms should be submitted not later than 18 April 2026 23:59 Central European Time.

Completed forms should be sent by email to eahil-secr@lists.eahil.eu

EAHIL members working in Council of Europe countries are eligible to be nominees or nominators.

Nominators do not have to be from the same country as the nominee (unlike in Council elections)

Voting process

Voting will be open from 4 May to 23 May 2024.

The outcomes of the election will be announced at the General Assembly in Antalya, Turkey in June 2026.

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

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

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

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

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

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

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

If you have any problems, questions or find any errors please contact Maurella Della Seta or the EAHIL Board at eahil-secr@lists.eahil.eu

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

Maurella Della Seta

Co-opted EAHIL Past President

maurella.dellaseta@gmail.com

MEMORIES FROM THE IPC MEETING (4-5 December 2025) EAHIL 2026 CONFERENCE 8-12 June 2026 Antalya, Türkiye

Güssin Güneş and Serenay Baykara on behalf of the Local Organizing Committee

The EAHIL 2026 International Programme Committee (IPC) Meeting was successfully held on December 4-5 2025 at the historic Sultanahmet building of Marmara University, one of Turkey's most established institutions of higher education. We extend our sincere thanks to the IPC team and the Local Organizing Committee (LOC) team for their valuable contributions in the inspiring atmosphere of Istanbul's historic peninsula.



Throughout the meeting, the abstracts that will shape the scientific program of the conference were carefully reviewed, and important decisions regarding the structure of the sessions were finalized. The hybrid format combining both in-person and online participation enabled experts from different countries to actively contribute to the discussions.

This inclusive model strengthened the diverse and collaborative spirit of EAHIL 2026 from the very beginning. Participants engaged in productive exchanges

on the thematic framework of the conference, profiles of invited speakers, workshop concepts, and details of the social program. At the end of the first day, a dinner held in the unique atmosphere of Istanbul's historic peninsula provided an opportunity to discuss various professional collaborations.

The second day of the meeting featured a rich cultural and professional program. The team had the opportunity to experience a variety of library types represented in Türkiye, including the Fuat Sezgin Library an important research and science library; the İstanbul Chamber of Commerce Library, a leading example of an economics and business library; and the Ahmet Hamdi Tanpınar Literature Museum Library, which uniquely integrates literary heritage with museum functions. These visits provided valuable insights into the diverse practices, collections,



NEWS FROM EAHIL

and service models within Turkish librarianship, further enriching the delegation's understanding of the national landscape.



The day continued with a guided tour of Topkapı Palace, allowing participants to experience the depth of Ottoman heritage firsthand, followed by a visit to the Blue Mosque to explore the city's architectural and spiritual treasures. This culturally oriented program designed to accommodate both on-site and remote participants added a meaningful social and educational dimension to the academic objectives of the meeting.

Following these meetings and visits, the committee focused on the accommodation details.

Kemer is one of the most popular holiday destinations on the Mediterranean coast, located on the western side of Antalya and approximately 32 km from the city center. With its crystal-clear sea, lush green nature, and the striking landscape where mountains meet the shoreline, Kemer has become one of Türkiye's most attractive destinations.

The region offers a wide range of accommodation options to suit every budget from luxury resorts to boutique hotels. It is an ideal setting not only for a sea-sun-sand holiday but also for historical, cultural, and natural exploration.



For EAHIL 2026, the main conference venue and accommodation partn is Rixos Sungate, one of the largest and most comprehensive resort complexes in Kemer. With its ultra all-inclusive service concept, comfortable rooms, professional meeting facilities, and the enchanting Mediterranean atmosphere, Rixos Sungate aims to provide participants with an unforgettable experience, both academically and socially.

Accommodation for EAHIL 2026 will be provided at the world-renowned and ultra-luxurious Rixos Sungate Legends Hotel in Antalya, one of Turkey's leading tourist destinations. Participants will benefit from an all-inclusive concept, ensuring an unparalleled level of comfort and exclusive services. Scheduled in June, the conference allows attendees to take full advantage of the city's favorable climate and rich cultural offerings. This carefully selected prestigious hotel not only provides top-tier accommodation and services but also uniquely enhances the conference experience by combining professional engagement with a luxurious and memorable stay, setting it apart from typical options.

The early bird registration for EAHIL 2026 is currently open and will remain available until **May 1st**.

Considering the combination of the scientific programme, social events, and outstanding accommodation facilities, Rixos Sungate offers an exceptional conference environment for all EAHIL 2026 participants and guests.

By joining EAHIL2026, you are not only attending a conference, you are also invited to enjoy an unforgettable experience in the heart of the Mediterranean.

For registration details, please visit the [conference website](#).

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Türkiye

NEWS FROM EAHIL 2026 CONFERENCE

8-12 June 2026 Antalya, Türkiye

EARLY BIRD and place of accommodation

Güssin Güneş and Serenay Baykara on behalf of the Local Organizing Committee

The countdown has begun for the EAHIL 2026 conference, to be held on the enchanting shores of Antalya. Organized under the theme "Bridges to New Horizons: Innovations in Health Information and Medical Libraries", this event offers participants both an academic feast and the opportunity to enjoy the Mediterranean. The "Early Bird" registration period offers a great opportunity for those wishing to attend the conference under advantageous conditions.

Early registration advantage and registration fees

The deadline to take advantage of the early registration opportunity is **May 1, 2026**. Registrations made before this date offer participants a significant cost advantage.

You can visit the website for current pricing: <https://eahil2026.tr/registration/>

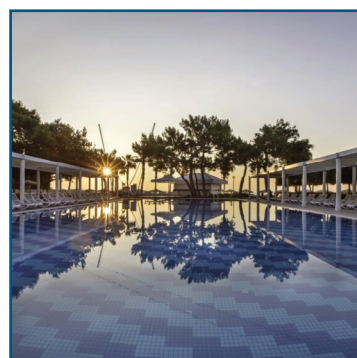
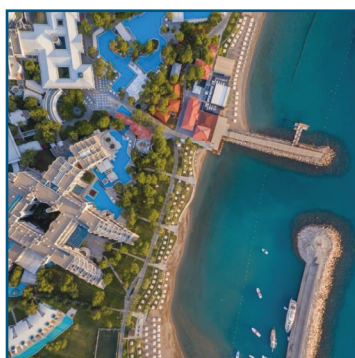
The following services are included in the registration fee:

- Participation in the scientific program and conference materials;
- Lunch and coffee breaks on conference days;
- Welcome Reception, Gala Dinner, and First Timer event.

Notes: It is important to remember that social activities are included in the registration fee, not the accommodation package.

Accommodation options: Rixos Sungate, Antalya

The conference will be held at the Rixos Sungate Hotel, one of Antalya's most popular venues. This five-star hotel offers accommodation with the comfort of an all-inclusive system.



Accommodation package prices (VAT Included)

[Rixos Sungate, Antalya](#)

Early Bird Deadline: May 1, 2026 (VAT is included in the prices).

Dates	Room type
June 9-12 (3 nights)	Single room
June 8-12 (4 nights)	Single room
June 9-12 (3 nights)	Double room (for two persons)
June 8-12 (4 nights)	Double room (for two persons)

You can visit the website for current pricing: <https://eahil2026.tr/registration/>

Included in the accommodation package:

- five-star accommodation on the Mediterranean coast and a lavish buffet breakfast;
- a wide selection of lunch options and five-star dinners on conference days;
- alcoholic and non-alcoholic beverages, and all "all-inclusive" services as defined by the hotel.



Additional services and important information

- Continuing Education Courses (CEC): The participation fee for full-day courses is 70 EUR.
- Airport Transfer: Transfer service is available for participants who wish to use it for 50 EUR.
- Cancellation Policy: In case of changes to your plans, cancellations made before January 1, 2026 will receive a full refund after deducting bank charges; cancellations made between January 1 and May 30, 2026 will receive a 50% refund. No refunds are possible for cancellations made after June 1, 2026.

Registration and payment process

Payments can be made via bank transfer (to the Sanatkar Advertising Agency account) or credit card. Those who prefer to pay by credit card should request a payment link by sending an email to the provided address.

By booking your place early at this prestigious event, you can both save money and embark on a scientific journey through the unique natural beauty of Antalya.

NEWS FROM EAHIL

Transportation and transfer services

For the comfort of the participants, transfer service will be provided from Antalya Airport to the hotel.

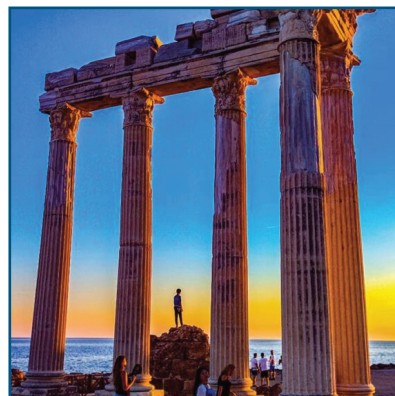
- Transfer Fee: 50 EUR.
- Transfer Times: Airport to hotel transfers will be available at specific times throughout the day. Transfer times will be added to the website.

Education and social program

In addition to the scientific program, Continuing Education Courses (CEC) are also available for a full day fee of 70 EUR to further your development. Please note that social events (Gala Dinner, etc.) are included in the registration fee and are separate from the accommodation package.

About Antalya

Antalya, located on the southern coast of Anatolia, is an important historical center that has been continuously inhabited from ancient times to the present day. Bearing traces of the Pamphylian and Lycian civilizations, the city stands out with its multi-layered cultural heritage from the Roman, Byzantine, Seljuk, and Ottoman periods. Ancient cities such as Perge, Aspendos, and Side, along with the historical fabric of Kaleiçi (the old town), make Antalya one of the most remarkable settlements in the Eastern Mediterranean in terms of archaeology and history.



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JEAHIL bibliometrician report 2025 issue summary



Rebecca Wojturska

Library & University Collections, University of Edinburgh, Edinburgh, Scotland, United Kingdom

"Hello and welcome to the 2025 bibliometrician report summary!

As we reflect on 2025, it has been wonderful to see *JEAHIL* grow enormously, with a huge increase in usage across the board. We did only have partial figures available for 2024, so it is great to have full figures for 2025 – and what impressive figures they are!

2025 saw over 456,134 homepage views (442,12 more than recorded in 2024), 63,263 article landing page views (42,049 more than recorded in 2024) and 44,274 article downloads (32,612 more than recorded in 2024).

The most accessed article was “AI and generative AI in health and medical libraries: a scoping review of present use and emerging potential” by Shampa Sen, with 1,785 views. The most accessed issue was Vol. 21 No. 2 (2025), with 344 views.

Our focus in 2026 continues to be on indexing *JEAHIL* in as many relevant databases as possible, to increase our discoverability – making it easier for existing readers to come across us and for new readers to discover us!"

Report summary and highlights

Below is a summary of the report, which highlights the data presented:

- increased amount of article views (32,612 more views than in 2025);
- the most accessed article was “AI and generative AI in health and medical libraries: a scoping review of present use and emerging potential” by Shampa Sen (1,785 views);
- the most accessed issue was Vol. 21 No. 2 (2025), with 344 views;
- the journal is indexed in 1 database: the Directory of Open Access Journals (DOAJ).

Chart summary and key

This report features a chart column where applicable. This will tell you whether the stats given have increased or decreased since the previous year, and how much by. It can also tell you, in tables including the Top 10 Articles, whether an entrant has moved up or down the chart since the previous year.

Key	Meaning
+	Increased since the previous year
-	Decreased since the previous year
/	Remained the same as the previous year
New entry	This did not feature in the previous year and is new to the chart for this year

JEAHIL BIBLIOMETRICIAN REPORT

Website usage and downloads

Taken from the Open Journal System (OJS) statistics function

Overview (2025)

	Journal homepage views 456,134	Table of content page views 5,007 (+917)	Abstract page views 63,263 (+42,049)	Article views 44,274 (+32,612)
TOTAL (+442,127)				
January	1742	220	We are unable to get monthly stats for article views, only the total.	1597
February	1845	190		1074
March	19230	206		1191
April	40585	402		2506
May	46795	231		1871
June	46263	359		2989
July	47271	411		4330
August	47333	426		5500
September	47294	570		5933
October	51581	773		6774
November	51199	903		7268
December	54996	316		3241

Top 10 articles

Rank	Article title	Author(s)	Issue	Downloads	Chart
1	AI and generative AI in health and medical libraries: a scoping review of present use and emerging potential	Shampa Sen	Vol. 21 No. 2 (2025)	1785	New entry
2	The role of ChatGPT in developing systematic literature searches: an evidence summary	Veronica Parisi, Anthea Sutton	Vol. 20 No. 2 (2024)	915	-1
3	High precision but variable recall - comparing the performance of five deduplication tools	Heidrun Janka, Maria-Inti Metzendorf	Vol. 20 No. 1 (2024)	594	+1
4	Artificial Intelligence and Health Information Literacy	Andrew Cox	Vol. 21 No. 2 (2025)	542	New entry

JEAHIL BIBLIOMETRICIAN REPORT

5	AI will never replace us, or will it? Views of Finnish health librarians and information professionals on artificial intelligence in library and information services	Tuulevi Ovaska	Vol. 21 No. 2 (2025)	443	New entry
6	CABI Global Health: a not-for-profit public health database	Jesslyn Thay	Vol. 21 No. 1 (2025)	412	New entry
7	AI in literature research: a workshop perspective	Sjoukje van der Werf	Vol. 21 No. 2 (2025)	398	New entry
8	Adoption and everyday use of artificial intelligence by NHS knowledge and library professionals in England: Part II: practical application	Emily Hopkins, Susan Smith, Hannah Wood	Vol. 20 No. 2 (2024)	396	-6
9	Generative AI and academic skills support at UCL: an institutional approach	Angela Young, Jon Chandler, Caroline Norris, Ayanna Prevatt-Goldstein	Vol. 20 No. 2 (2024)	367	-4
10	"Predatory" publishers: to recognize them is to avoid them	Annarita Barbaro	Vol. 18 No 1 (2022)	329	New entry

Top 5 Issues

Rank	Issue	Downloads	Chart
1	Vol. 21 No. 2 (2025)	344	New entry
2	Vol. 19 No. 3 (2023)	213	+1
3	Vol. 21 No. 1 (2025)	173	New entry
4	Vol. 21 No. 3 (2025)	166	New entry
5	Vol. 20 No. 4 (2024)	150	/

Evidence-Based Information Special Interest Group: year report 2025

Jane Falconer (a), Thomas Vandendriessche (b), Shona Kirtley (c), Krizia Tuand (d), Maria Björklund (e), Marshal Dozier (f), Mark Mueller (g) and Nele S. Pauwels (h)

(a) Library, Archive & Open Research Services, London School of Hygiene & Tropical Medicine, London, UK

(b) KU Leuven Libraries – 2Bergen, Leuven, Belgium

(c) Population Health Sciences, Bristol Medical School, University of Bristol, Bristol, UK

(d) KU Leuven Libraries – 2Bergen – Learning Centre Désiré Collen, Leuven, Belgium

(e) Library & ICT, Faculty of Medicine, Lund University, Lund, Sweden

(f) Library, University of Edinburgh, Edinburgh, UK

(g) Saskatchewan Health Authority, Canada

(h) Knowledge Centre for Health Ghent, Ghent University, Ghent University Hospital, Ghent, Belgium

Introduction

2025 has been another busy year for the Evidence-Based Information Special Interest group (EBI-SIG). We held an in-person meeting at the 2025 EAHIL Conference in Łódź and the following week we held our official SIG annual meeting online. We also ran two journal club meetings and one webinar. Our active projects continued to make progress and we were delighted to start two new projects. This report provides details of these activities.

SIG meeting, 11 June 2025 (held in-person during the EAHIL Conference in Łódź)

We did not take notes during the in-person meeting. This was for two reasons: we wanted the meeting to be very informal so SIG members could take the opportunity to meet each other; and we wanted SIG members to feel comfortable sharing their thoughts on potentially contentious and sensitive topics. Thank you to everyone who attended and provided informal feedback.

SIG meeting, 24 June 2025 (held online via Zoom)

Approximately 30 SIG members attended our annual SIG meeting. After an update from the SIG committee, each project team provided an update on their project, inviting questions from attendees. Meeting minutes and copies of the project presentations are available in the [SIG GoogleDrive folder](#) (1).

January 2026 updates from current SIG projects

An overview of all current and completed projects can be found in the [SIG GoogleDrive folder](#) [1].

Project 2: Reference database on articles about systematic search methods

The Zotero reference library was updated regularly with new relevant publications on systematic review and search methods. Two journal clubs were held 2025 (more details below). Additional suggestions for the Zotero reference library or journal club can be sent to Maria Björklund (maria.bjorklund@med.lu.se).

Project 4: Library of search-strategy resources

Three members stepped down from the LSSR Working Group at the beginning of 2025. This prompted the group to send out a new call for members via several listservs, such as the EAHIL, CLA and MLA. As a result, the LSSR Group was expanded with six new members to assist in the ongoing collection review, curation and devel-

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NEWS FROM EAHIL SPECIAL INTEREST GROUPS

opment of the LSSR Website. The LSSR About page contains a list of current and previous members of the LSSR Working Group.

The LSSR Working Group added a “Search Filter Validation” guidance page and a “Suggest a Resource” form to the LSSR website. We also updated the how to use the LSSR video on the home page.

To continue to promote the LSSR website and increase usage, the LSSR Working Group presented a poster at the Canadian Health Libraries Association 2025 Conference in Vancouver. We are also delighted to report that we won the People’s Choice Award for the best poster at this conference. We also presented the LSSR website at the International Clinical Librarian Conference in Leicester and at the Saskatchewan Health Libraries Association Annual General Meeting.

Analysis of Google Analytics data from 2025 showed that the site attracted approximately 2,000 active users (Table 1). The largest user groups were from the United States (n = 722), Canada (n = 559), and Australia (n = 170), followed by the United Kingdom. User engagement was highest for the “LSSR Collections” and the “LSSR Tools” pages. These two pages were also the most frequently accessed sections on the LSSR website.

Total number of active users	2,005
Total number of countries users came from	68
Total number of new users	1,860
Total number of engaged users	1,509
Total number of users visiting from a direct link	2,509

Table 1. Usage of the LSSR website for 2025. Data from Google Analytics

Project 8: Improving journal requirements for systematic reviews

Our previous research identified significant gaps in author instructions of biomedical and health journals regarding search methods for systematic reviews (2). To address this, we engaged with key stakeholders to disseminate our research findings and provide recommendations to implement and improve the quality of journals’ author instructions, ultimately contributing to enhancing the quality of published systematic reviews. Our strategy and outcomes of this implementation project was published in *JEAHIL* in 2025 (3). In brief, despite our efforts, limited adoption of our recommendations appears to be primarily due to misconceptions about relevance to different journal scopes, competing editorial priorities, resource constraints related to time and expertise needed for implementation, and a lack of clear responsibility or accountability. Further outreach is needed to raise awareness and improve the quality of journals’ author instructions.

Project 9: Deduplication in systematic reviews

This project aims to compare different deduplication methods and provide advice about the most efficient method. This project is currently recruiting participants, and has not yet started. If you would like to volunteer please send an e-mail to Nele Pauwels (NELE.PAUWELS@UGent.be).

Journal clubs

Two journal clubs were held in 2025, one in June and one in November. The journal club is open to all members and aims to discuss relevant research papers in relation to our own experiences and daily practice. Reports of each journal club are available as soon as possible after each meeting and published in the [SIG google docs folder](#) [1].

NEWS FROM EAHIL SPECIAL INTEREST GROUPS

Webinars

RAISE (Responsible AI in Evidence Synthesis) Guidelines. Webinar, 19 September 2025

We were happy to welcome Ella Flemyng (Cochrane Collaboration), James Thomas (EPPI Center) and Anna Noel-Storr (Cochrane Collaboration), to lead a webinar on the [RAISE \(Responsible AI in Evidence Synthesis\) Guidelines](#) (4). This is available to view on the [EAHIL YouTube channel](#) (5).

Conclusion

2025 has been another fruitful year for the SIG. As well as our usual meetings, our projects are producing tangible and popular outputs. We would like to extend a large thank you to all of our project volunteers who have contributed their time and expertise to our projects. The SIG organisers are currently assessing potential new projects, to be started as existing projects are completed. We encourage SIG members to also keep a look out for updates on journal clubs and webinars taking place in 2026. These will be announced via the SIG email list.

Acknowledgements

We would like to acknowledge the EBI SIG project volunteers for their work on the SIG projects this year. A list of all project teams is available on the SIG Shared google drive (1).

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Dear colleagues,

in this issue's "Publications and New Products" column, I would like to share with you a selection of publications, projects, and online initiatives that have recently caught my attention and that I hope you will find useful. The topics reflect many of the issues we are currently navigating in our daily work, including artificial intelligence, research integrity, open data, and changes in scholarly communication. Alongside the news from the web, I have included a few reading suggestions and some forthcoming events, with the aim of encouraging reflection, exchange, and continued dialogue within our professional community. Enjoy!

FROM THE WEB

- **COAR releases a strategic analysis of the scholarly communications landscape**
The Confederation of Open Access Repositories (COAR) has published a strategic analysis examining the evolving socio-political landscape of scholarly communication and the forces likely to shape the repository ecosystem over the next three years. The analysis provides an overview of current conditions influencing scholarly communication, open science, and repository infrastructures. It identifies a set of evolving forces that may significantly impact repositories in the near term and outlines the implications of these developments for repository operations and strategy. It is possible to read the report, COAR Strategic Analysis of the Scholarly Communications Environment, at this [link](#).
- **The Responsible AI use in evidence synthesis (RAISE) project**
Based on the principles of research integrity, the Responsible AI use in evidence Synthesis (RAISE) project provides recommendations and guidance to ensure the responsible, transparent and ethical use of Artificial Intelligence (AI) in evidence synthesis. The project has published three papers: the first paper, 'RAISE 1', provides tailored recommendations for practice for the main roles in the evidence synthesis ecosystem to enhance collaboration and communication for the transparent and reliable use of AI in evidence synthesis. The paper 'RAISE 2' contains guidance on building and evaluating AI evidence synthesis tools focusing on determining if an AI tool does what it claims to do to an acceptable standard. The third paper, 'RAISE 3', aims to offer guidance around selecting and using AI evidence synthesis tools. These recommendations and guidance can be downloaded [here](#)
- **A new preprint server welcomes papers written and reviewed by AI**
A new preprint platform, called [aiXiv](#), accepts papers written both by artificial intelligence (AI) and by humans. It uses AI-based reviewers for a preliminary assessment of the quality of submitted works and guides authors through revisions based on chatbot feedback. The platform is currently still in an early stage and hosts only a few dozen articles and preliminary proposals. How does aiXiv work? After a manuscript is received, five "agents" (large language models (LLMs) trained to autonomously perform specific tasks) evaluate its novelty, technical soundness, and potential impact. The system includes countermeasures against misconduct and, for example, can detect whether authors attempt to insert hidden instructions into

PUBLICATIONS AND NEW PRODUCTS

manuscripts to obtain favourable peer reviews. If three out of the five “agents” recommend acceptance, the work is uploaded to the platform. In a [preprint](#) posted on arXiv, the team behind this preprint server reported that aiXiv’s infrastructure can handle thousands of submissions and typically produces reviews within 1–2 minutes, in contrast to the months or years required for traditional peer review.

- **Perspectives on AI in scholarly communications**

In a world increasingly driven by Artificial Intelligence (AI), collaboration between libraries and publishers is essential, as it brings together librarians’ deep expertise in information management with innovative publishing and discovery practices in the publishing industry. Building on this premise, the publisher Springer Nature has released a new report, [Perspectives on AI in Scholarly Communications: A Discussion with Librarians and Publishing Professionals](#), which explores how librarians and publishers are using AI to support researchers, streamline workflows, and preserve research integrity. The report presents insights from leading librarians and experts, offers concrete examples, ethical reflections, and practical perspectives for the future.

- **The state of Open Data 2025**

[The State of Open Data 2025: A Decade of Progress and Challenges](#) is the 10th anniversary edition of the State of Open Data report series, an annual collaboration between Digital Science, Springer Nature, and Figshare. Based on the 2025 State of Open Data survey and ten years of longitudinal analysis, the report explores global changes in open data awareness and practice, highlights uneven progress, and identifies what is required to translate policy into sustainable, reusable data sharing. Key topics covered include:

- longitudinal trends in open science awareness and practice, including rising familiarity with FAIR principles;
- shifts in attitudes toward open data mandates and continued support for open practices;
- the persistent “credit gap” between effort and recognition for sharing data;
- growing adoption of AI tools in data workflows, including data processing and metadata creation;
- expert perspectives on implementation challenges, interoperability, and what the next decade may require;
- actionable recommendations to accelerate progress.

The full report can be downloaded on Figshare at this [link](#).

READING SUGGESTIONS

- Clements JC, Cooke SJ, Tomlinson S, O’Boyle B, Fuller A, Tips and tricks for writing constructive peer reviews. *Conservation Physiology* 2025, 13 (1), coaf085, <https://doi.org/10.1093/conphys/coaf085>
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- Richardson RAK, Hong SS, Byrne JA, Stoeger T, Amaral LAN. The entities enabling scientific fraud at scale are large, resilient, and growing rapidly. *Proceedings of the National Academy of Sciences (PNAS)* 2025, 122 (32), e2420092122, <https://doi.org/10.1073/pnas.2420092122>

SOME FORTHCOMING EVENTS

IQWiG's Third Information Retrieval Meeting

April 24, Cologne, Germany

The theme of the meeting is 'Let's start with AI! How and where can large language models be implemented for day-to-day information'. For registration and more information click [here](#)

9th World Conference on Research Integrity

May 3 – 6, Vancouver, Canada

Theme of the conference: "Indigenous ways of being, Artificial Intelligence, and research security: shaping the future of research integrity". Info at <https://wcri2026.org/>

OPERAS 2026 and SCIROs conference

May 20 – 21, Warsaw, Poland

The theme of the conference, "One network, many possibilities: strengthening the OPERAS community," underscores the role of a cohesive and diverse network in advancing collaboration, innovation, and sustainable growth within Open Science. More info at: <https://operasandsciros.sciencesconf.org/>

EAHIL 2026 conference

June 8 – 12, Antalya, Türkiye

The theme of the conference, "Bridges to new horizons: innovations in health information and medical libraries," highlights the evolving role of health information professionals and calls for building connections across people, disciplines, and technologies in a rapidly changing environment. Click [here](#) for more info.

LIBER 2026

July 1 – 3, Trondheim, Norway

The theme of this year's conference is "The Power of Libraries in an Uncertain World". More info at: <https://liberconference.eu/>

14th International Congress on Medical Librarianship 2026

July 14-16, Glasgow, Scotland

As the pandemic has permanently transformed the professional landscape, introducing hybrid work models, amplifying attention to societal and health inequalities, and underscoring the importance of collaboration, ICML 2026 will convene global professionals to reflect on these challenges and identify opportunities for change. Conference theme is "Flourish: growing our Communities". More info at: <https://ciliphlg.com/icml-2026/>

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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