Journal of EAHIL

Memories from the 2011 EAHIL Workshop Istanbul, Turkey and full texts of prize winning presentations and posters

25th Anniversary of the founding of EAHIL
Announcement of EAHIL research project grants
Invitation to submit proposals

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Contents

Editorial

Sally Wood-Lamont
Editor-in-Chief

Cluj Medical University Library
Romania
Contact: swood@umfcluj.ro

Hello Everyone,

I heard such great reports about the EAHIL workshop in Turkey and I gather that many EAHIL members missed a very well organised conference. In this issue the winning presentations and posters are featured including accounts of the splendid social program as well as reports of the SIG meetings. In addition, we have many memories of the events written by EAHIL members and I hope you will enjoy the colour photographs which accompany these.

The winning awards by a First-timer were given to Dale Storie from the University of Alberta, Canada for the oral presentation: *Keeping students engaged by simulating continuing medical education* while the award for the poster was given to Kai Geschuhn, Germany for : *Becoming part of the program – how libraries can participate actively in graduate schools*. The prizes for the Best Oral Presentation and Poster were given to Leena Lodenius and Mari Honkanen from Helsinki, Finland for their paper entitled *Medical information specialist as a teacher: teaching searching skills* and to Federica Napolitani and colleagues, Rome, Italy for their poster entitled: *Training across national frontiers: mid-term results of the NECOBELAC project.*

Congratulations to all 2011 EAHIL prize winners and also to the Organizing Committee of the 2011 workshop in Turkey for their splendid efforts in making this such a memorable event.

Unfortunately, only three members of the EAHIL Editorial Board could attend the workshop; Federica Napolitani, Tuulevi Ovaska, and Oliver Obst but as you will see they all worked hard to gather the material for *Memories from Istanbul.* Some members who could not attend the meeting collaborated by email. At the EAHIL Editorial Board meeting they also came up with excellent subjects for the 2012 theme issues in June and November 2012:

E-readers and libraries: competition or integration?
Promoting and marketing library services

Also included in this issue is a report of the 77th IFLA Conference which took place in San Juan in Puerto Rico and was attended by myself and Ioana Robu, who is the new EAHIL representative to IFLA.

In our final issue for 2011 we have the theme : ***Virtual libraries: virtual librarians - what´s next?*** The deadline is **5th November** and all articles should be submitted directly to me at swood@umfcluj.ro. Please follow the *Instructions to Authors* before submitting your article -http://www.eahil.net/journal/jeahil_instructions_authors.html. I do look forward to receiving your contributions to this final issue of 2011.

Award for the Best Oral Presentation

Medical information specialist as a teacher: teaching searching skills

Leena Lodenius, Mari Honkanen
The Finnish Medical Society Duodecim
Helsinki, Finland

Abstract
The work of information specialists has changed remarkably within the last three decades. Information retrieval is no longer a monopoly of library professionals. User attitudes are moving towards end-user literature searching. Information specialists are generally seen as crucial agents in training and providing end-user assistance. But do the library professionals have enough pedagogical skills? In order to find out the amount, quality, and knowledge of teaching searching skills, a survey was conducted in Finland comprising a questionnaire of nine open-ended questions which was sent to information specialists who represented all Finnish medical university libraries and also to some colleagues in Sweden, Norway, England and Belgium. According to the results the amount of teaching was surprisingly low. The percents indicate that elementary pedagogical knowledge is required from teaching information specialists. Teacher-focused teaching must be changed to student-focused teaching and students should actively take part in the learning process. The questionnaire results indicated that all the respondents had a positive attitude towards learning pedagogy. However, they were more interested in practical pedagogy than theoretical studies. Therefore, a tailored course of teaching for library professionals should be considered. Requirements for knowledge of pedagogy when filling a post could encourage further studies. EAHIL could also have an important role when developing the knowledge of pedagogy of medical library professionals.

Key words: computer user training; information storage and retrieval; librarians; medical education; teaching.

Introduction

The significance of teaching search skills has strongly increased within the last three decades. It is currently assumed that the students and specialists in their working life do know the basic techniques of searching information and the relevant information sources. User attitudes are moving towards end-user literature searching. Information specialists are generally seen as crucial agents in training and providing end-user assistance. As the amount of medical information is enormously growing – new databases are emerging and search techniques are changing all the time – medical students and practicing doctors must continuously keep their search skills up to date. They have to learn how to filter the important information from the useless information and therefore searching skills are a key role for all learning.

It is surprising how little time is available for search skill training in universities considering how important these

are for being successful in their studies and later on in their working life. An interesting question is; do the practicing doctors manage later with the search skills they have learned during university studies. Is there enough continuous education on information literacy for the doctors for a life-long learning process?

On this basis it is utterly important that these skills are taught professionally and with a thorough understanding of pedagogy. But do the teaching library professionals have enough pedagogical knowledge in order to perform this important task?

Information literacy skills and pedagogy

Information literacy and thus also information searching skills are closely connected to pedagogy. There is a thin line between learning and the use of successfully searched information. Even if the connection is so close, it seems that the persons teaching information retrieval skills do

know surprisingly little pedagogy. It is desirable that all the teaching library professionals should know at least some basics of learning theories and pedagogic models. There are still information specialists and librarians who teach in accordance with the "good old" behavioristic way: the focus of learning is on the teacher; the teacher controls the learning process and the students receive passively the ready-made information. The teacher stands in front of the class room and lectures without any interaction with the audience. The behavioristic style can be in some cases useful for example in teaching very basic skills of searching techniques: teacher shows on the screen the searching process and students try to simulate it on their own computers. In behavioristic learning memorizing facts by heart is also important. This is in accordance with the teaching of the basics of searching skills – the elementary search commands must be memorized and used automatically.

However, the current view is that the most efficient way to learn is based on constructivism (learning theory). Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge or experience. In other words, *learning involves constructing one's own knowledge from one's own experiences* (1). The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Now, it is the right time for the librarians to take up the ideas of constructivism and apply them in their courses and training programs.

The knowledge of many pedagogical models is also extremely useful in teaching information retrieval skills. Pedagogical models are instruments for planning and the realization of the learning process. The models are concrete applications of learning theories in a way that teaching and the learner's activities truly promotes and encourages the learning. There are many different models that can be used both in face to face training and in network-based education (2,3,4,5):

- problem-based learning;
- exploratory learning;
- activating learning;
- projects as learning method;
- case-based learning;
- cognitive apprentice model;
- collaborative learning;
- cooperative learning;
- games and simulations;
- suggestion-based learning;
- the Cephalonian method.

This survey proves that the problem-based teaching is quite well-known by library professionals who teach searching skills but there is little knowledge of other pedagogical models (6).

However, the design and use of different teaching models demands some understanding of pedagogy. The main issue is that searching skill trainers have to move from teacher-centered education to learner-centered programs. The pedagogical model to be chosen depends on teaching situation for example the size of the group, learning environment and the skills of the trainer.

The current learner-centered teaching methods emphasize in all disciplines the significance of the student's independent delivery of information and thus good searching skills. That is why the teaching library professionals should have good qualifications in pedagogy and the students should get much more lessons and time to practice their searching skills. This should happen for both the medical students and practicing doctors.

Methods

It is generally information specialists and librarians in medical university libraries who teach information retrieval skills to medical students. The focus of this survey – *Medical information specialist as a teacher* – is on teaching searching skills to medical students and also partly to already practicing doctors in Finland. The aim is to gain an understanding how these skills are taught and to verify if the library professionals have knowledge or education in pedagogy. Based on these results, it is finally discussed how the pedagogical skills and quality of teaching of library professionals could be developed.

The questionnaire was directed mainly at Finnish medical librarians but it was also sent to some randomly chosen foreign information specialists for benchmarking training search skills and knowledge of pedagogy elsewhere. In a Polish-Norwegian cooperation recently published MedLibTrain-survey, the pedagogical skills of teaching library professionals in Norway and Poland were very concretely introduced and exposed (7). In Finland, medical information retrieval training takes place almost exclusively in the medical university libraries. There are five medical university libraries which closely co-operate with the five medical faculties. Most of the teaching is directed at the medical students but teaching is also offered to postgraduates and doctors writing their dissertations. The survey results show that there are not that big differences in search skills training even if the universities are autonomous. Almost all the search skill trainers are information specialists or librarians but there are a couple of medical doctors too. The share of training in the work

of library professionals is continuously growing. Information specialists are generally seen as crucial agents in training and providing end-user assistance. That is why some knowledge of pedagogy has become necessary. Unfortunately, pedagogy is not included in the studies of information sciences and librarianship. Nor is any teaching practice is demanded. Accordingly, one wonders if the teaching library professionals have any pedagogical studies and what kind of attitudes they have towards developing pedagogical skills. These are the questions discussed in this survey. The aim of this survey is to find out the amount, quality, and knowledge of training search skills medical students in Finland have and to study if there is any teaching offered to already practicing doctors? What kind of teaching methods are used; are they in accordance with the current pedagogical theories? In order to get some answers to these questions, a survey was performed in Finland. A questionnaire with nine open-ended questions was sent to information specialists who represented all the Finnish medical university libraries and also to some colleagues in Sweden, Norway, England and Belgium. The questions were exactly the same for every respondent. Answers were received from nine respondents in total.

The results of the survey
There were altogether nine questions in the survey questionnaire. The answers were qualitatively treated and analyzed. All the answers of each question were brought together, thus it was easy to compare them and draw conclusions.

The amount of search skills training and the timing in medical studies
It is most interesting to find out the amount of the training of search skills that the medical students and the doctors in continuing education actually receive. In Finland the council of university libraries in Helsinki has made a recommendation concerning information literacy in Finland. The amount recommended is at least 1-2 credits (1-2 ECTS). One credit equals 27 hours. The questionnaire results show if this is true in the medical libraries. It was also recommended that the information literacy studies should be included as an obligatory part of other basic discipline-specific studies. Against this the significance of qualified teaching skills based on modern pedagogical theories is emphasized.

The number of hours of search skill training in basic medical studies
Even if the universities in Finland are autonomous the number of hours of teaching searching skills for medical students varied surprisingly little: from 7 -10 hours and the

training was mostly obligatory in basic medical studies. The foreign respondents gave greatly different answers: from 45 minutes to 26 hours! The amounts included both the lectures and practical exercises. Only one respondent mentioned web-based distance learning courses but some planned to change the face-to-face studies with web-based courses. It seems that at least in Finland there will be a trend to increase the amount of web-based distance learning courses. In this way education of searching skills can be offered for the students flexibly at the right time and as much they need. It would be ideal that the amounts and credits of training would be more similar nationally and internationally. Thus it would be easier to benchmark the training programs and evaluate the teaching results. Benchmarking makes it possible to raise the level of teaching and it facilitates sharing teaching materials, goals and visions of teachers. The same amount of teaching advocates the equality of students' rights. As a summary it can be noted that the hours for teaching search skills have been quite modest until now. It is a great challenge for information specialists to motivate the decision-makers to give more hours for teaching. Influencing the decision-makers demands pedagogical knowledge, skills to design curricula, understanding of pedagogical theories and good presentation skills.

The timing of search skills training in medical education
The results of the survey showed that the search skills training is mostly offered during the first year in medical studies but this is not pedagogically the best arrangement. However, it was nice to see that some libraries have decentralized the training to many different levels of the studies (one library offers the search skills training to the students every year). As already mentioned the learning theory constructivism views that learner actively constructs or builds new ideas or concepts based upon current and past knowledge or experience. According to this theory the learning is most effective if the search skills training was gradually arranged and decentralized to many different stages of studies. Web-based distance learning courses could be used to arrange this kind of gradual and decentralized training. Teaching in accordance with constructivism emphasizes the independence and activity of the learners themselves and these attributes are demanded in distance learning. However, web-based distance learning courses are not easy or effortless for the guiding teachers. Designing web teaching material demands comprehensive knowledge of learning theories and pedagogical models.

Training for postgraduates and dissertation writers
The survey shows that in most medical libraries in Finland, it is possible for the dissertation writers and postgraduates to participate in search skills training but it

is mostly voluntary. Often the training is integrated in some wider study program such as Clinical Research, writing a dissertation or writing Science literacy courses. Unfortunately one respondent wrote that there may be search skills training for the postgraduates in the library but it totally depends on the activity of the information specialists. One of the foreign respondents wrote that they tried to offer search skills training as a summer course but did not get enough students. A good thing is that the postgraduates and dissertation writers are usually very motivated learners. They need and require tailored teaching for the information problems in their dissertation work. At this stage the teaching library professionals should know pedagogical models well enough to meet the expectations of experienced learners. For example one suitable model at this stage is problem-based learning and could perfectly be applied to search skills training in medical continuing education. Motivating lecturing does not suffice. That is why teaching at this stage requires much more pedagogical skills than teaching the first- year medical students. Learners in medical continuing education do expect and demand multiple teaching methods, good presentation skills and tutorials of high quality. This means that the teachers must have not only good knowledge of pedagogy but also sound self-esteem. It is needed in communicative teaching, to be able to sense how learners understand the instructions, to be flexible enough to change the plans if needed, and leave time enough to reflection and dialogue.

Credits and searching skills studies
In Finland the granted credits of search skills training vary from 0.73 to 1 credit (ECTS) in basic medical education. In one medical faculty students did not get any credits as the search skills training was integrated with a basic medical course. This was the case in some foreign universities too. In Helsinki it is possible to get 1.5 credits for information literacy training in continuing medical education. If there would be more hours in the curriculum for more comprehensive training of search skills the students could earn remarkably more credits. This could be a good motivational factor to effective learning even if it is an external bait.

The same amount of credits in different faculties would facilitate the cooperation between teaching library professionals. If this were the case teachers would have the same goals in teaching and similar teaching programs. If the requirements in learning would be similar, teachers would get a lot of benefits in networking with each other. The professional networks enable the development of search skills training and to make innovations that can be applied in different university libraries. It is most useful to share the news and experiences in the professional

network. As there are so few teaching medical information specialists in Finland it is necessary to network nationally in order to be able to encounter the international challenges.

The learning environments
An essential question is in what kind of learning environments the search skills are taught – in a big classroom without any possibility for searching in practice or in computer classes. The master-apprentice pedagogical model is ideal when training search skills: the learning takes place in a computer-class and is guided by a teacher. The blended learning includes first a short theoretic introduction, then some searching examples online by the teacher and the searches may be simulated simultaneously by the students. Gradually the focus moves from the teacher to the students as their ability to search independently grows. This is learning by doing and the learners actively participate in the learning process as the constructivism requires. It was good to find that according to the majority of the respondents the lessons and searching exercises were offered in computer classes. There were some who had to offer lessons in class-rooms and then move later on in quite a different time to computer classes to do the search practices. This is not ideal as the theoretical background can be totally forgotten and the motivation tends to be already declined. Fortunately there was only one who responded that lecturing to a large group was the only option to teach search skills. In such a case there are huge demands on the lecturer: the presentation must be highly activating, clear, easily understandable and there should be good tutorials to support the lecture. The lecture will certainly fail if only using Power Point slides full of text and presenting it monotonously. Many organizations offer or at least plan to offer in the near future search skills training as web-based distance learning courses. These kinds of open learning environments can stimulate the learning to a deep process and social action, in which there is a change from traditional teaching forms to development of a dynamic expertise (Koli & Silander 2002, 27-31). Web-based courses require a lot of work and knowledge of pedagogy for good learning results. It is not enough to post Power Point slideshows in the web. The teaching information specialist has to guide the learning process and communicate with the students and give feedback during the whole course. Web 2.0 tools offer a fine toolbox for developing the learning environments in the most fantastic ways. For example there is Second Life with its most fanciful possibilities. Developing new learning environments is one of the great opportunities for teaching library professionals.

Teaching methods and pedagogical models used

The results in the questionnaire showed that training information specialists use multiple teaching styles. However, there were two respondents whose only option to train search skills was lecturing with Power Point slides and online demos without any hands-on practice as the student groups were so large. It seems that the foreign respondents use a greater variety of teaching methods than the Finnish colleagues.

A sample of the answers concerning teaching methods and pedagogical skills were as follows:

- teaching to small groups in computer classes. A web-based distance learning course to support the learning afterwards;
- problem-based learning: students are allowed to work on searching information for their assignment topics;
- motivating lecturing: the focus is on online demonstrations by the teacher;
- the cefalonian method;
- group work or work in pairs on computers;
- activating questions;
- only teacher's lectures as the group size may be up to 160 students;
- case and group practicing on interesting and current topics;
- hands-on classes and demonstrations;
- combination of lectures, practical work, and web-based courses.

Problem-based teaching seems to be the most popular teaching method in medical libraries as it is in all medical education. This is specially the case when the search skills training is integrated in other medical subject teaching. The Cefalonian method was mentioned in two answers. It is a pedagogical model developed in Cardiff University for stimulating the teaching of information literacy. The development of teaching information literacy is considered so important that the researchers of information sciences have published a handbook for information literacy teaching (8). Reading this handbook should be the minimum requirement for every teaching library professional. According to the results, there are situations in which the information specialists´ only option to teach search skills is by lecturing. With some pedagogical knowledge also the lectures can be activating: voting batons, activating questions, working in small working groups in a large student group are ways of stimulating teaching. With voting batons it is possible to find out the level of audience at the beginning of the lecture and to fit the lecture to the right level. According to constructivism even in teacher-focused lecturing it is desirable to give the students a chance to actively participate in the learning process for example by allowing short discussions with the neighbor-student on a topic that the teacher decides.

Integrating search skills training in the medical curriculum

According to the results of the survey, training in searching skills is most often offered only during the first year of the medical studies. This is not an ideal timing for many reasons. The motivation towards search skills training is growing as the writing of master's thesis is approaching and as the writing requires comprehensive understanding of search strategies and filtering material of high quality. Also the search strategies and user interfaces are continuously changing. That is why the training should be offered gradually and repeatedly during the medical studies. This is effective and successful according to the problem-based learning: the information is acquired only to the true need and it is used optimally in each situation. On this basis it would be quite natural to integrate the search skills training to other substance-specific medical education to support the work and studies of medical students. Tertio, the Department Library of Health Sciences at University of Tampere in Finland, has already a solid experience of integrating search skills training to other substance-specific medical teaching. Training of search strategies and filtering needed for preparing systematic reviews is linked to evidence-based medicine curriculum. The results of this kind of integrating are encouraging; the pupils are excited and motivated as they can apply the skills they have learned directly into practice. Unfortunately the integrating of search skills training is so far exceptional in Finland. In Sweden integrating is an important goal, and whenever possible, the training is integrated together with other medical education in Norway also. Transition from a teacher-focused traditional teaching to problem-based learning and integrating search skills training to substance-based medical education is a great challenge. It is demanding and difficult. Pedagogical knowledge is required of the teaching information specialists: they must know thoroughly their own substance-field medical information searching and sources but they have to also know how to guide the learning process, use versatile teaching models, motivate the students, monitor the progress of learning and give feed-back as well. A successful integrating requires also good communication skills: the application of search strategies and exercises must be planned together with the professor of the medical field. Web-based distance learning courses can be one solution for supporting the search skills training throughout medical studies. The

courses could be tailored according to different medical fields and thus be integrated to subject-orientated medical studies. With the help of web courses the students can, after the basic training, practice their skills whenever they feel the need for it. But the web-based courses do not consist of an easy and effortless solution by just posting Power Point slides on the web. Even on the web the teacher has to guide the learning process by using pedagogical methods which promote, support and monitor the development of students' search skills. Web-based courses include also the tutorials and learning exercises.

Information retrieval training for practicing doctors – is there any?

To practice medicine requires life-long learning and good skills of finding up to date information of high quality related to diagnostic and clinical problems. But is there any search skills training available for already practicing doctors? The skills they have learned during the medical studies hardly are valid and usable after a few years. It seems that there are voluntary courses offering search skills training for dissertation writers and researches in the university hospitals. Specially tailored and privately ordered search skills training can be offered by many medical libraries to different institutions and organizations. But do the community health center doctors get any training? In Finland the aim is to add the possibilities of research work in the health centers and thus motivate the doctors to stay working there. The ideas for research work often start in the daily work in the health centers. However, research work requires information searching skills.

The Finnish Medical Society Duodecim has tried to solve the problem by offering a comprehensive health portal with reliable information sources of high quality (Health Portal). There are evidence-based medicine guidelines, direct links to most important databases, fact databases on medicines used in Finland and so on. The user interface has been planned in a way that everyone could manage the searching without any training. However, this is a very optimistic thought – so far there are too many users who find the searching difficult. Accordingly search training is offered in connection with different continuing medical occasions such as the annual Finnish Medical Convention. Duodecim offers at least twice a year workshops with the theme *Searching Evidence-based Medicine and Critical Appraisal of the Literature.* After all there should be stability in the search skills training and it should be regularly offered to the practicing doctors. The first step towards this is the web-based distance learning course that Duodecim offers on the Internet. The course starts every month with comprehensive tutorials, videos showing how

to do the searches, exercises guided by the teacher and feedback. In 2005 Romanov et al. tried to find out how the web-based distance learning course on search skills training influenced the medical practice (9). Were the doctors really committed to the training? 60% of the participants accomplished the course (80 of 133 participants). According to the results 28.6% searched databases in their daily work essentially more often after finishing the web course. The corresponding figure after a traditional face-to-face lecturing is only 13.7%. The benefit of the web-based course for everyday work estimated by the participants was 59.5% when the corresponding percentage was only 18 after a traditional lecture in a class-room. There is a growing number of immigrant doctors in Finland. Consequently suitable tailored search skills training should be planned specifically for them. This demands good knowledge of pedagogy both of adult and multicultural education. It is necessary to train the immigrant doctors to know the most important information sources and how to search quality information in their new homeland.

The proportion of search skills training in the work-time of information specialists

What proportion of the information specialists' working time goes for teaching search skills – one hour a week perhaps or a day in a month? The estimated time by Finnish respondents varied greatly, from 15 to 70%. To these training figures not only the actual training but also the planning of the lectures and workshops, development work, producing tutorials and handouts must be added, and possibly updating web pages, and also taking care of all the practicalities connected to the training. The corresponding percentages of foreign information specialists varied from 30 to 50%. The questionnaire showed that teaching search skills is not a full-time job for any library professional. That makes one wonder what is a reasonable amount of pedagogical studies for such a-part-time teaching. There are some health information specialists (in particular those who are teaching student nurses) who have acquired teacher's pedagogical qualifications at university that is 60 credits (approximately 1 year full-time study). This is an exhaustive achievement if one has for example 15 to 40% search skills training responsibility. Helsinki University offers basics of university pedagogical studies worth 10 credits for all interested university teachers. As information specialists and librarians in medical libraries can be regarded as university teachers it is surprising that almost no-one has attended this course.

The knowledge of pedagogy and pedagogical skills

The questionnaire results show that the pedagogical knowledge of information specialists vary a lot. However,

there were only two respondents who stated that they do not have any studies in pedagogy whatsoever. Two respondents had completed 20-35 credits of university pedagogical studies. The rest of respondents had 1-3 days courses and workshops of presentation skills, teaching methods and other skills that are important for a teacher. Most of the Finnish respondents had attended lectures and workshops concerning teaching. Today and in the future the work of information specialists is increasingly teaching, guiding students, inspiring the learning of search skills, and marketing the work of information specialists. The teaching information specialists in medical libraries are comparable with other university teachers. In Finnish universities quality questions are lively discussed. Many deficiencies have been observed and one of them is poor teaching skills. The quality of teaching is supported in Helsinki University by offering university teachers studies of basic university pedagogy worth 10 credits. It is remarkable that only one of the respondents had attended this course. It would be ideal if the course could be offered in a blended mode mostly as web-based studies and distance learning. In this way teachers from other parts in Finland could also participate in these studies too. In fact the interest for pedagogical studies could be inspired by external sanctions: for teaching medical information specialists and librarians there could be an official qualification requirement of some university studies in pedagogy. A candidate for a post in the library would not be competent without these studies. The pedagogy studies could also increase the wage paid. However these kind of external sanctions do not necessarily bring the genuine interest in deep understanding of teaching methods and theories. Some of the information specialists who teach the future nurses in universities of applied sciences have studied pedagogy and educational sciences worth 60 credits to get an officially approved teacher's pedagogical qualification. 60 credits means a lot of work and one can reflect if it is too big a challenge for a teacher who teaches only a minor share of the working time. Most likely even a lower performance in pedagogical studies would suffice. But it could be very useful and didactic for library professionals to have some kind of compulsory teaching practice, even 20-30 hours would strengthen the teaching skills and experience. The teaching skills can be developed also with help of feed-back of more experienced colleagues, by getting peer reviews. By analyzing feedbacks from colleagues and students one can find the weaknesses and find ways to improve the skills. Other ways for self-development are to make teaching portfolios, write reflection diaries and to read pedagogical literature. The key objective is to move from teacher-centered teaching towards the learner-centered teaching.

The attitude of information specialists toward pedagogical education

The educational background of information specialists is very heterogenic. In Finland there are two ways to complete information specialist studies. One can study information sciences in the university to get a master's degree and get the information specialist qualification. If the person already has a master's degree for example in chemistry, biochemistry or biology it is possible to attend a one year continuing education course to get the information specialist qualification. Accordingly the possible pedagogic studies also vary greatly. In Finland the university teachers (information specialists in medical libraries can be compared to them) are not required to ave completed any pedagogical studies. On this basis it interesting to know whether the library professionals have any possible interest in pedagogical studies at least concerning teaching methods and theories that could be applied to training search skills in practice. Would there be any interest in networking with teaching colleagues around educational questions and perhaps in establishing a common teaching and presentation material learning center within for example EAHIL? In general the responses were positive to developing pedagogical knowledge. Only one of the nine respondents did not regard the studies in pedagogy necessary. Another one did not have any opinion. One of the foreign respondents thought that it was exaggerated to require pedagogical studies of all the teaching information specialists. Some of the respondents thought that there should be a minimum requirement of the studies in pedagogy in teaching library professionals' qualification. The networking with teaching colleagues was considered important. The thought of a common teaching and presentation material center got unanimous support.

As there are no requirements of pedagogical studies, it may influence the adapting of new teaching and learning visions in medical libraries. It is almost astonishing how tightly the information specialists stick to the old teaching and lecturing methods, perhaps because they are not aware of the new learning theories. And even if they were aware they would not have enough pedagogical knowledge to apply these theories into practice. Professional growth is a continuous learning process even for information specialists. As the focus in the work of library professionals is more and more shifting to teaching and training, they have to respond to the challenge by acquiring more knowledge of pedagogy. Now is the right time for the medical information specialists to reflect and analyze their own knowledge and skills, and evaluate if they have pedagogical knowledge enough to serve as good

trainers. By reflecting on their own teaching activities and by developing incomplete knowledge, one can raise the quality of teaching.

Discussion and conclusions

The work of information specialists has changed remarkably within the last three decades. Information retrieval is no longer a monopoly of library professionals. User attitudes are going towards end-user literature searching. Information specialists are generally seen as crucial agents in training search skills and providing end-user assistance. They are very much professional teachers. Keeping up one's own professional competence requires continuous learning and acquiring new skills that meet the changing environmental challenges.

In order to find out the amount, quality and knowledge of teaching searching skills a questionnaire with nine open-ended questions was sent to information specialists who represented all Finnish medical university libraries and also to some colleagues in Sweden, Norway, England and Belgium. The limitation of this study is the low number of the participants, so no generalizations can be made but only observations of possible trends. The idea of life-long-learning requires good searching skills not only of the medical students but also of practicing doctors. The teaching of high pedagogical quality is a great challenge to medical library professionals. There are enthusiastic debates going on around the quality of teaching in the Finnish universities. Thus the interest towards the university pedagogy is greatly on the rise and the pedagogical skills are often of significant importance when filling the posts. This should be also true when selecting information specialists to the posts in medical libraries. As the universities in Finland fight continuous economic problems the libraries are often the first targets for savings. Library professionals with excellent and versatile skills are good visiting cards and they most likely can slow down the intended savings concerning libraries. Information specialists must be able to convince the university decision makers about the necessity of their work and existence in libraries.

Studies in pedagogy give understanding in pedagogical theories and methods and increase the quality of training. The creativity in teaching means among other things applying new pedagogical methods in practice without prejudices or fear of failures. Teacher moves towards student-centered training when learning more pedagogy. The objective of student-centered learning is to change qualitatively the views and understanding of the students in the learning process (10).
Paul Ramsden et al. have described good teaching in the

universities in a very concrete way . They emphasize not only the self-evident clarity of the educational contents and the students' responsibility of their own learning but also constructive and meaningful interaction with the students. According to Ramsden et al good teachers can be described as follows (11.12):

- good teachers are good learners. They read pedagogical literature, participate in lectures and seminars which support the professional development, listen to the students, share ideas with their colleagues and reflect their own teaching;
- good teachers are enthusiastic about the things they teach and want to share this enthusiasm with the students;
- good teachers understand broader linkages and the hierarchical structure of the concepts they teach. They explain to the students the actual connections between the different concepts. They are able to adapt the teaching to the needs of students and varying learning environments;
- good teachers encourage the students to learning which contributes to deeper understanding. They encourage the students to critical thinking and solving problems;
- good teachers do not only disseminate information but they also stimulate the students to widen the knowledge and to process what they have learned;
- good teachers set clear objectives, use appropriate and suitable evaluation methods, and give the students justified feedback;
- good teachers respect students, are interested in the professional and personal growth of the students and support the students to independency, and set high expectations for them.

How can the information specialists' knowledge of pedagogy and quality of training be increased from the current status?

- there should be a minimum requirement of pedagogy studies for teaching information specialists. A minimum requirement could be for example 10 credits (10 ECTS). In Finland it is possible to get a teacher's pedagogical qualification by earning 60 credits. 60 credits may be too high a requirement for many information specialists as their work often includes only a very little part teaching. The pedagogical training for library professionals could be arranged as a blended learning course. When the method of studying is mostly web-based learning, locality distances are not an obstacle. The study of pedagogy ensures the understanding of the

importance of constructivism and student-centeredness in all teaching. The significance of web-based courses in search skills is strongly increasing. The planning and producing of such distance learning courses requires a lot of pedagogical knowledge. Pedagogical education directed to the information specialists should be pragmatic, introduce how the pedagogical theories and models can be applied to search skills training. Problem-based learning could be implemented in the exercises by linking them to everyday problems. Information specialists could be encouraged to the studies by including pedagogy for the qualifications of the posts or by higher wages;

- short teaching practices should be obligatory to all training library professionals. It is the only way to practice implementation of different pedagogical models into the training search skills;
- closer networking with colleagues is of great importance. In Finland the professional networking makes master-apprentice learning possible: an experienced and skillful information specialist serves as an example to a young and starting trainer. Networking makes it possible to get valuable peer review feedbacks of colleagues. Unfortunately there are so few medical information specialists in Finland that it may feel scary to lay oneself open to criticism of a well-known colleague. But the evaluation and feedback are useful and necessary for improving the training skills. The professional colleagues who give constructive critics are called *critical friends* by Biggs (13). The task of a *critical friend* is to be a mirror to a colleague who needs support and feedback. Critics of a colleague may help to identify and reflect the deficiencies in education.

Social media offers medical information specialists a possibility to establish a discussion group for reflecting educational questions. There is a study circle/journal club at the Helsinki University Library for the information literacy teachers (14). For each meeting there is a theme based on a couple of articles or other material which are discussed and evaluated in regard how the new ideas could be applied in the work. These kinds of professional study circles for teaching information specialists would be really useful on both national and international level. The meetings would be easy to organize for example in the Second Life environment. The themes could vary from individual competence to organizational best practice related to teaching and pedagogical matters. At this forum even teaching material could be shared. With close networking the trends, goals and requirements in different

universities could be developed to be more coherent. As a result the students would get more of same level training regardless of the university.

On the basis of close and good networking a common teaching and presentation material center could be established. EAHIL would be a good basis for such a center. The idea of the teaching material center got a unanimous support of the respondents of the survey. It is a waste of time that each information specialist personally produces presentations and tutorials, plans search strategies and so on from same kind of information sources and for the same training needs. The international teaching center could also serve as a journal club and professional pedagogical literature discussion forum in the same way as the information specialists in Helsinki University. Good literature hints are also continuously needed.

International networking with colleagues is easy and effortless with the help of social media. The networking is possible by joining international professional organizations such as EAHIL or MLA (Medical Library Association). A close connection to international colleagues makes it possible to benchmark one's own activities. By the help of international relations it is possible to follow the research and new trends in search skills training.

Not only the professional networking with colleagues is important. Information specialists should network over professional boundaries for example with the specialized medicine specialists and other medical teachers, and also with the decision-makers in within the organization. This kind of networking would make it easier to integrate search skills training with basic medical studies. The integration is pedagogically desirable as it represents problem-based learning in reality: search skills training is directly connected to the actual information needs of the students. A successful networking with the decision-makers makes it possible for the information specialists to influence on the amount of training and perhaps even on the credits which can be earned of information retrieval skills training. It is necessary that library professionals may influence on the pedagogically right timing of search skills training in the medical studies.

However, the quality assurance and development starts from the teaching information specialist herself (himself). The pedagogical skills can be improved by continuously reflecting one's own activities, by studying the feedback from the students, by assembling a training portfolio, by writing a teaching diary and by reading good pedagogical literature.

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Award for the Best First-Timer Oral Presentation

Keeping students engaged by simulating continuing medical education

Dale Storie[1], Sandy Campbell[1], Brettany Johnson[2], Robert Hayward[2]
1. John W. Scott Health Sciences Library, University of Alberta, Edmonton, Alberta, Canada
2. Centre for Health Evidence, University of Alberta, Edmonton, Alberta, Canada

Abstract
The objective was to convert a paper-based seeking and evaluating evidence assignment to an interactive electronic format. In addition, the aim was to increase medical student engagement with the assignment by simulating a continuing medical education environment that many students will encounter in their future medical careers. The College of Family Physicians of Canada's ePearls™ continuing medical education environment was adapted for use as a student assignment and embedded in the medical school's learning management system. The assignment was delivered during the transitional course that bridges students' pre-clinical and clinical experiences. All of the students had completed a similar paper based assignment within the previous two years. Students completed the interactive electronic assignment during class time. At the end of the session, students were asked to complete an electronic survey which was designed to measure their preference for the paper or electronic delivery of the assignment and whether or not the delivery in the context of a continuing medical education environment was engaging for them. 42 of the 155 students who completed the assignment also completed part or all of the online survey. Most respondents perceived the introduction to the continuing medical education environment as being helpful (86%, n=40) and expressed a preference for doing the assignment in the online format (86%, n=42). Comments indicated that students valued its clinical relevance and the opportunity to immediately practice what they had learned while still having guidance at hand. Based on these results, the Library and CHE will collaborate together to deliver subsequent information literacy instruction in this format.

Key words: computer-assisted instruction; information literacy; Evidence-Based medicine; medical education; undergraduate education; continuing medicine.

Introduction

At the University of Alberta, undergraduate medical students are introduced to evidence-based medicine (EBM) concepts and skills at several key stages in their program. Medical librarians from the John W. Scott Library play a significant role in supporting the development of students' searching and appraisal skills as part of the overall information literacy training provided to students. One avenue of instruction has focused on practicing these skills during the transitional course that bridges students' pre-clinical and clinicaltraining. In the past, students have completed a paper-based "seeking and evaluating evidence" assignment. Feedback indicated that the assignment was perceived as being useful but slightly repetitive and not very interesting. In the summer of 2010, the library partnered with the Centre for Health Evidence to develop and pilot an interactive online version of this assignment. The project focused on increasing student engagement by simulating a continuing medical education environment that many students will encounter in their future medical careers.

Evaluation and assessment of the assignment focused on the following questions:

- do students find the introduction to a real-life continuing medical education environment valuable?
- does an interactive online assignment improve student engagement with the content?
- do students prefer receiving EBM assignments through electronic delivery?

Literature review

Many studies have investigated the efficacy and benefit of using interactive tutorials for information literacy training, both broadly and in the health sciences.

Address for correspondence: Dale Storie, Public Services Librarian, John W. Scott Health Sciences Library, 2K3.28 Walter Mackenzie Centre, University of Alberta, Edmonton, AB, Canada T6G 2R7. E-mail: dale.storie@ualberta.ca

Systematic reviews on computer-assisted instruction in general have found that it is equally effective as traditional instruction, although the literature is characterized by a varietyof methods and assessment processes(1-2). Blummer & Kritskaya conducted a literature review of online tutorials and identified the following best practices for engaging learners (3):

- *employ active learning strategies − offer opportunities for problem solving, simulation, manipulation of screen, and quizzes. Incorporate a two-window design (one for instruction and the other for users to practice);*
- *remain relevant − ensure instruction supports course assignment;*
- *consider design − provide educational objectives, learning outcomes, and major points;*
- *use clear navigational techniques−highlight student's position in a tutorial and allow userto enter and exit the tutorial at any point;*
- *promote flexibility −allow for different learning styles and levels with branching, the use of modules, and different layers of content;*
- *provide access to a librarian.*

There is also a body of literature on the use of online tutorials in health sciences libraries. Anderson *et al.* conducted an analysis of web-based tutorials offered by academic medical libraries in the United States, and discovered that a majority were developing tutorials on common topics such as Ovid MEDLINE, PubMed and Refworks, but very few incorporated interactive elements(4).

Grant & Brettle created an interactive tutorial teaching MEDLINE search skills to Master's and PhD students in health sciences programs and found that it improved search skills and student response was very positive (5). Tuttle *et al.* reported similar results with their PubMed tutorial delivered to pre-clinical medical students (6). Anderson & Wilson compared an interactive tutorial to a passive video tutorial using a pre- and post-test and found that learning outcomes were similar in both groups but students perceived the interactive version to be more useful (7).

The authors are unaware of any literature that has explored using a simulated continuing education environment as a method of engaging undergraduate medical students in information literacy, either online or in the classroom.

Methods

The Centre for Health Evidence (CHE) is a non-profit organization that provides a range of information and communication services to support the learning, teaching and practice of evidence-based health care. CHE has collaborated with the College of Family Physicians of Canada to develop the ePearl online continuing medical education environment, used widely by practicing family physicians *(Figure 1)*. The ePearlprogram was adapted for use as a student assignment and embedded in the medical school's learning management system, HOMER.
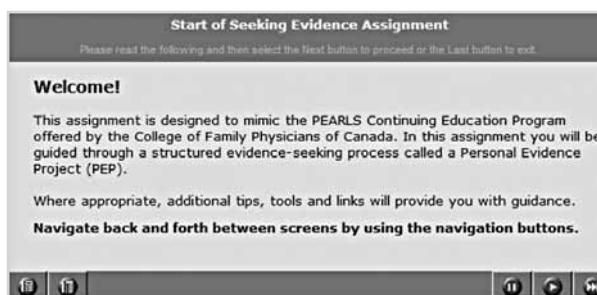

Fig. 1. *Welcome screen of the evidence seeking assignment.*

This assignment was designed around the health information cycle *(Figure 2)* popularized by the *Users' Guides to the Medical Literature* (8):

- **assessing** an initially disorganized information mix in order to recognize and detect important patient problems;
- **asking** relevant questions that suggest an appropriate source of information and are specific enough to facilitate an efficient search for evidence;
- **acquiring** the most important evidence from an ever-expanding health literature;
- **appraising** the best information to expose overt bias and variability; and
- **applying** useful, valid and important evidence while monitoring health outcomes to see whether the patient or population goals are achieved.
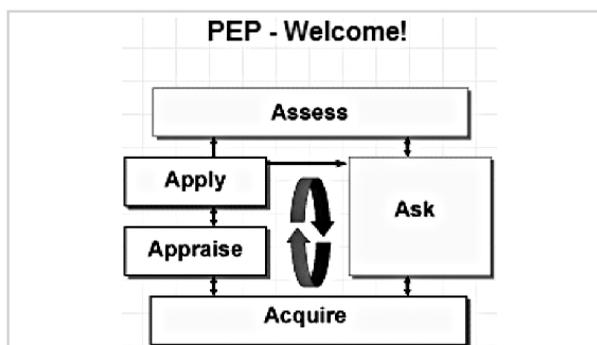

Fig. 2. *Health information cycle.*

Students completed the assignment during dedicated class time, immediately following a brief demonstration of MEDLINE searching. Each student was given a patient scenario and was prompted to identify a clinical problem *(Figure 3)*.

Fig. 3. *Describing the clinical scenario.*

The student then developed a focused clinical question using the PICO (Population, Intervention, Comparison, Outcome) framework (9). The assignment included a PICO building module, which automatically generated a clinical question based on what the student typed into each field *(Figure 4)*.

Fig. 4. *PICO Builder.*

As the students progressed through the assignment, they were linked to question-specific resources and tools that assisted in completing each stage of decision making. Responses at each stage were stored and used to generate a final assignment report suitable for submission. Assignments were assessed using the grading module of the HOMER learning management system *(Figure 5)*.

Fig. 5. *Linking to relevant resources.*

All of the students had completed a similar paper based assignment in the previous two years. At the end of the lab session, students were asked to complete an online survey which was designed to measure their preference for the paper or online delivery of the assignment; the ease of use of the paper assignment compared with the online assignment; and the extent to which they found completing the assignment in a simulated continuing medical education format engaging. Additional questions also collected information on the students' perceptions of their personal information competency prior to entering their clinical clerkship years, as well as their needs and preferences with respect to library instruction.

Results

42 of the 155 students who completed the assignment also completed part or all of the online survey. Most respondents perceived the introduction to the continuing medical education environment as being helpful (86%, n=40) and expressed a preference for doing the assignment in the online format (86%, n=42). 81% also believed that completing the assignment online was easier than doing the assignment in a paper format

(n=42). A majority of participants (86%) were in favour of moving more library assignments into an electronic environment similar to the one used in the assignment (n=42).

Three key themes emerged in response to the open-ended question that asked students to comment on what they liked about the assignment. In terms of the design of the assignment, students valued its clinical relevance and the opportunity to immediately practice what they had learned while still having guidance at hand. They also appreciated the structured step-by-step format and direct links to resources.Finally, students believed that the assignment provided them with an opportunity to learn to use medical information resources effectively given the time constraints of clinical practice. Student comments about what they liked included the following:

- it was quick, straight-forward and clinically relevant;
- I like that this was an opportunity to get an idea of what CME (Continuing Medical Education) is like. It made us have a better understanding about things we will actually do as physicians in the future;
- [t]hat an expert walked me through using the Medline database and we got to work on an assignment that applied what we just learned;
- links to excellent resources for appraising articles. Very well structured assignment helped to build an approach I will employ in the future when researching a given clinical question.

When asked about how to improve the assignment, many students wanted more class time to complete it, more descriptive patient scenarios, and to be given an example assignment in advance. Student comments about the improvements wanted included the following:

- the assignment ended up being a bit too long to finish in the computer lab, but I think that was mainly due to the fact that I went into a lot of detail when appraising the paper. It would be helpful if it was made a bit more clear how much detail we should go into;

- it would be nice if we could have a simulation of the patient interview/history/physical exam, to make the situation seem more realistic.

Several respondents mentioned encountering small technical problems related to usability and resource linking, which were subsequently solved. The largest problem was that students had a hard time accessing appraisal information, due to a limited number of concurrent licensed seats on the electronic resource *JAMA Evidence*.

Anecdotal feedback provided to the course coordinator indicated that students found this assignment more challenging than previous assignments, but they did not find it boring. Although the goal of this project was to increase student engagement, it is important to note that the quality of student work was comparable to or better than assignments from previous years.

Discussion

The results suggest that the assignment was successful in increasing student engagement with the assignment and with information literacy. In addition to consolidating the students' learning about the health information cycle, the students appreciated the early exposure to a continuing medical education environment that they will end up using as practicing physicians. Students were also able to immediately practice what they had learned in a structured way, with easy access to required resources. This project also improved the assessment workflow for instructors by integrating the assignment in with the existing electronic grading system.

Survey questions and comments suggest that the assignment was successful because it simulated a relevant professional activity, and as a result, students felt that they were learning valuable skills. Maintaining relevancy was one of the best practices identified by Blummer & Kritskaya in their review of online tutorials (3). This assignment followed many other best practices, including: active learning techniques (through immediate opportunity to practice), a structured design and objectives (through using the health information cycle), clear navigation, and easy access to librarians.

There are limitations to these results. Most notably, they are not broadly generalizable because they only represent one class at one institution. There were also a low number of survey respondents given the overall class size. However, given the large number of respondents in favour of the new format and the anecdotal feedback gathered through librarian observation of the lab sessions and from the course coordinator, the authors consider this project a success.

Conclusion

Overall, the new assignment was well-received. Based on these results, the Library and CHE will collaborate together to deliver subsequent information literacy instruction in this format. The assignment will also be integrated as part of a longitudinal curriculum that is being piloted with first and second year students in the upcoming year.

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Award for the Best Poster Presentation

Training across national frontiers: mid-term results of the NECOBELAC project

Paola De Castro, Daniela Marsili, Federica Napolitani, Elisabetta Poltronieri, Sandra Salinetti
Publishing Unit, Istituto Superiore di Sanità, Rome, Italy

Abstract

The NECOBELAC project (NEtwork of COllaboration Between Europe and Latin American-Caribbean countries, LAC), funded by the EC within the 7th FP and coordinated by the Istituto Superiore di Sanità (Italy), has developed flexible, integrated, modular, and extensible teaching modules on scientific writing and open access publishing. The training methodology is based on a two-level approach (training for trainers and local training) and includes the use of topic maps as an innovative tool based on semantic web technology. The results of one-year training for trainers activity performed in Europe (Italy, Portugal and Spain) and LAC countries (Argentina, Brazil, Colombia Cuba, Mexico and Peru) show how international cooperation can help in developing a sound teaching programme taking into account international quality standards, best practices and cultural differences.

Key words: publishing; public health; training activities; topic maps; international cooperation; Europe; Latin America.

Introduction

Scientific research is a complex process which foresees the publication of its results. Unless this "act of making something publicly known" (publication) occurs, the whole process is meaningless. This is even truer in research concerning public health where the need to shorten the time-lapse occurring between research and its applications is pressing (from bench to bedside as in translational medicine). Yet, the writing and spreading of research findings have to face many obstacles. Writing for scientific publications and submitting an editorially correct paper have always been a difficult task for graduates and young researchers, who often experience the problems at their own expense (requests for major revisions, rejections from publishers and so on). Moreover, disseminating information through Information and Communication Technologies (ICT), especially in an electronic environment, represents a new commitment for authors, editors and librarians, who have also to learn how to cope with the open access opportunities, now recognized as an important challenge to the democratization of knowledge, but still highly debated at global level.

NECOBELAC (NEtwork of COllaboration Between Europe and Latin American-Caribbean countries, LAC) is a European project focused on scientific writing and open access publishing in the field of public health. The project involves Italy, Portugal, Spain and UK in Europe, and Brazil and Colombia in Latin America, and therefore speaks four different languages (English, Italian, Portuguese and Spanish). It started in February 2009 and the time is right to sum up and comment on the mid-term results of its activities.

All joint efforts are spent in delivering training activities both in European and LAC countries, trying to ensure a valuable training methodology and to widen the network of individuals and institutions involved.

NECOBELAC has participated in three EAHIL events: Dublin (2009), Lisbon (2010) and Istanbul (2011). This has contributed in promoting the project activities and in increasing the interest of an international audience. Moreover, the different stakeholders in science communication (researchers, librarians, editors, policy makers) had the opportunity to share opinions and experiences on quality and equitable access to information, and this is pivotal to scientific cooperation on a global scale.

Address for correspondence: Paola de Castro, Istituto Superiore di Sanità, Servizio Attività Editoriali, Viale Regina Elena, 299, Rome, Italy. Tel. +39-06-49902945, Fax +39-06-49902253, E-mail: paola.decastro@iss.it
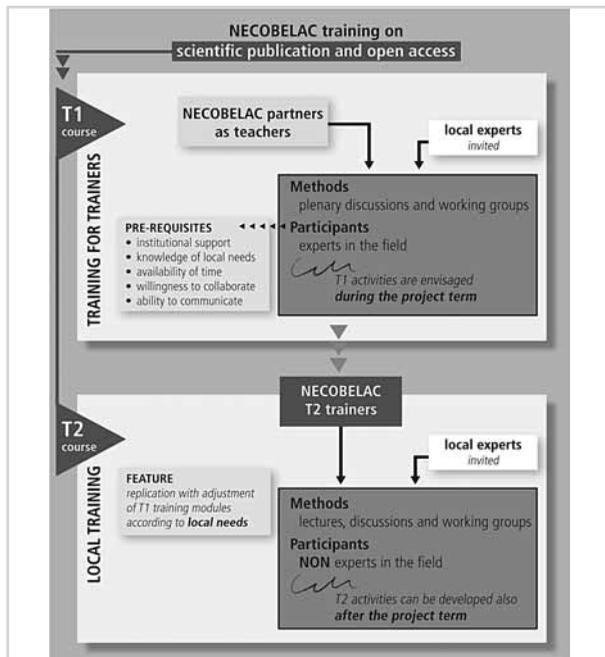
Fig. 1. *NECOBELAC training methodology.*

Training methodology

NECOBELAC partners provide a two-level training approach based on flexible, integrated and extensible modules: T1 courses (addressed to trainers) and T2 courses (addressed to final users at local level). Figure 1 shows the structure of NECOBELAC training methodology, the participants' pre-requisites and other features. The strength of this approach is the commitment of T1 trainees to replicate teaching sessions in T2 courses.

Training is supported by the innovative use of topic maps (dynamic interrelated structures of concepts)
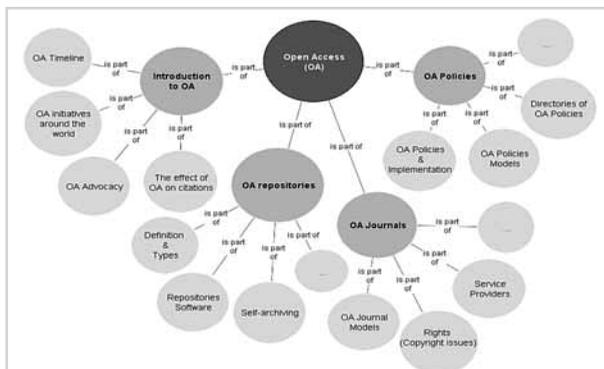
especially designed for scientific writing and open access publishing issues. The maps are based on semantic web technology (Figure 2) and their content is constantly updated with new resources, which concern also legal, economic and technical aspects. All materials included in the maps have been conceived as support for the attendees of T1 courses in their replication activity (T2 courses) as trainers.

Topic maps stimulated active participation of project partners, professionals and trainees involved. All stakeholders contributed in their construction by proposing "bricks" of knowledge to enrich the basic architecture of concepts. Topic maps reflect the whole strategy of the project, which stems from the idea of providing useful communication tools and strengthening active collaboration among partners and course trainees. As a further support, a manual for trainers is available within the "Training Activities" section of the project website (www.necobelac.eu). This document reports the relevant NECOBELAC content both for possible scientific publication and open access teaching events. A sample modular structure of courses is given along with a brief description of the main modules. Courses can be arranged and adjusted according to local needs, duration, facilities, number of participants, number of trainers, etc.In order to stimulate interaction among the members of the NECOBELAC community worldwide, the project website has been conceived as a sort of "open space" offering publications, videos, PPT presentations, interviews of experts, a newsletter, news, events, and links to web resources.

Results

As of April 2011, 7 T1 courses and 11 T2 courses have been performed in Europe (Italy, Portugal and Spain)
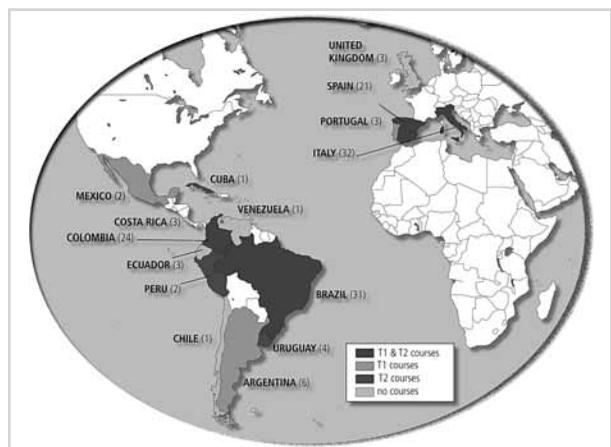

Fig. 2. *Example of a NECOBELAC topic map on open access publishing.*

Fig. 3. *Types of training activity in the NECOBELAC network (in brackets the number of institutions per country).*

and Latin America (Argentina, Brazil, Colombia, Cuba, Mexico and Peru) involving over 1,000 participants as a whole. Figure 3 shows the type of training activity performed in the NECOBELAC network, which currently comprises of 59 and 79 institutions in 4 countries in Europe and 11 in Latin America respectively (from April to July 2011 about 40 new institutions have joined the project). These figures prove the success of NECOBELAC and stress the general need for training in health information production and dissemination. Sharing international quality standards and best practices means also overcoming cultural differences and helps in facing problems of language, behaviour, level of access to information, technological skills, etc. beyond national boundaries.

Conclusions

The impact of the NECOBELAC project is not easy to be measured in the short run since it implies a cultural change in information dissemination practices. However, it is clear, at the moment, that the achieved results related to the key aspects of the project – training, cooperation and networking – have already led to synergies and to best practices in publishing, in disseminating information and in promoting open access publishing throughout the world.

The NECOBELAC experience has been helpful for the professionals willing to organize courses on scientific writing and open access in public health. They have taken full advantage of the modular programmes developed by the project and by its network of public health institutions in European and LAC countries. A bi-directional approach leads to cross-fertilization: NECOBELAC international cooperation has contributed to the capacity building process by embedding new information dissemination practices in distant geographical areas with diverse cultural and technological scenarios.

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Paola De Castro, Daniela Marsili, Federica Napolitani, Elisabetta Poltronieri, Sandra Salinetti
Publishing Unit • Istituto Superiore di Sanità (Rome, Italy)

introduction

NECOBELAC (Network of Collaboration Between Europe and Latin American-Caribbean countries) is a European project involving Italy, Portugal, Spain and UK in Europe and Brazil and Colombia in Latin America. Focused on **scientific writing** and **open access** publishing of research results in **public health**, it aims at abating cultural barriers limiting the free and proper circulation of information by means of **cooperation** and **training activity** addressed to different stakeholders (researchers, librarians, editors, policy makers).

training methodology

NECOBELAC acts through a **two-level training approach**:
T1 courses (training for trainers) and **T2 courses** (local training) (Figure 1).
The courses consist of flexible, integrated, and extensible modules.
The methodology includes the use of **topic maps** as an innovative tool based on semantic web technology for the dissemination of sound and validated contents.
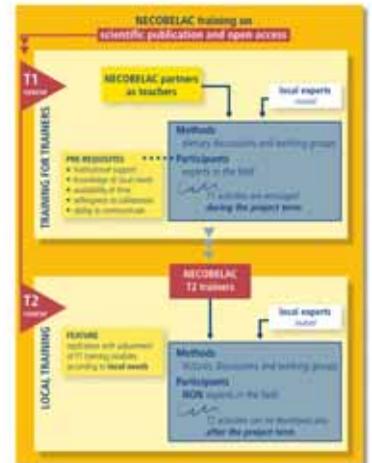

Figure 1. NECOBELAC training methodology

results

PUBLISHING TODAY:
a challenge towards democratization of knowledge

Scientific research is a complex process and foresees the publication of its results. Yet, spreading research outcomes has to face many obstacles, such as:

- *writing an editorially correct article
  it is a difficult task scientists need to learn, especially graduates and young researchers often receiving manuscript rejections or requests for major revisions.*

- *disseminating information through ITC technologies.
  it represents a new commitment for authors, editors and librarians who have to learn how to cope with the open access opportunities.*

At present (April 2011), **7 T1 courses** and **11 T2 courses** have been performed and planned both in Europe (Italy, Portugal and Spain) and Latin America (Argentina, Brazil, Colombia, Cuba, Mexico and Peru) involving over 1,000 participants as a whole. Figure 2 shows the type of training activity performed in the NECOBELAC network, which currently includes 4 countries in Europe and 11 in Latin America for a total of 59 and 79 institutions respectively. These figures prove the **success of the project** and stress the general need for training in health information production and dissemination, sharing international quality standards and best practices thus **overcoming cultural differences**.

UNITED KINGDOM (3)
SPAIN (21)
PORTUGAL (3)
ITALY (32)
CUBA (1)
MEXICO (2)
VENEZUELA (1)
COSTA RICA (3)
COLOMBIA (24)
ECUADOR (3)
PERU (2)
BRAZIL (11)
CHILE (1)
URUGUAY (4)
ARGENTINA (6)

T1 & T2 courses
T1 courses
T2 courses
no courses

Figure 2. Types of training activity in the NECOBELAC network
(in brackets the number of institutions per country)

GRAPHICS: *Sandra Salinetti (ISS)*

conclusions

NECOBELAC training experience in Europe and Latin America shows how **bidirectional international cooperation** is an added value contributing to the capacity building process by embedding new information dissemination practices in distant geographical areas with diverse cultural and technological scenarios.

NECOBELAC *in brief*

COORDINATOR
Istituto Superiore di Sanità (Italy)

DURATION 2009-2011

LANGUAGES
English
Italian
Portuguese
Spanish

EUROPEAN COMMISSION

NECOBELAC partners

Award for the Best First-Timer Poster

Becoming part of the program: how libraries can participate actively in graduate schools

Kai Geschuhn
Research Center Borstel, Borstel, Germany

Abstract
The poster illustrates that libraries can contribute their expertise in information literacy to graduate schools' programs. An example from a small library at the non-university Research Center Borstel in Northern Germany is given.

Key words: information literacy; education, graduate.

Graduate Schools

As part of the Bologna Process academic education and academic degrees are becoming more comparable and compatible throughout Europe. Nowadays, universities and non-university research institutions face increasing competition for funds and qualified students. In this context, graduate programs are an important reference becoming increasingly popular in Germany. The aim is not only to enhance the attractiveness of the research institution but also to shorten the time required to obtain a doctorate and to reduce dropout rates. Finally, graduate programs should prepare the graduates for their future academic or non-academic careers.

It must be assumed that structured graduate programs will prospectively replace individual ways of graduation to a great extent. About 20 percent of all German doctoral candidates participate in a structured graduate program such as a graduate school (1, p. 112). The German Research Foundation (DFG) currently supports about 40 graduate programs (2). The Leibniz Association, an incorporation of 87 non-university research institutions in Germany, currently maintains 18 graduate schools in cooperation with universities (3).

Curricula of graduate schools and information literacy

Curricula of graduate schools are conceived to provide doctoral candidates with a comprehensive knowledge of their field of specialization. They usually include theoretical principles and methods of the particular

field of research, as well as lectures, seminars, and journal clubs. In addition, the development of general key competencies is of crucial importance for international academic as well as industrial career prospects. Soft skill training includes, inter alia, scientific communication skills such as writing, data presentation and publishing as well as marketing research, knowledge of aspects of research ethics and law, industrial and intellectual property rights, fund raising, grant application, team work and project management (1, p. 157).

Concepts of information literacy as they are discussed among library and information specialists fit very well into those soft skill trainings. Based on the US Association of College and Research Libraries (ACRL) essential skills of the information literate student are among others *to access needed information effectively and efficiently, to evaluate information and its sources critically*, and *to understand many of the economic, legal, and social issues surrounding the use of information* (4). These skills are crucial to scientific communication. Therefore, libraries should take the opportunity and contribute their expertise actively to graduate programs to establish their reputation in the field of information literacy.

Experiences

The library of the Research Center Borstel (RCB) is a "Two-Person-Library" providing services for about 150 researchers at Borstel. The mission of RCB is

Address for correspondence: Kai Geschuhn, Research Center Borstel, Parkallee 1-40, 23845 Borstel, Germany. Tel: +49 4537 1883050. E-mail: kgeschuhn@fz-borstel.de

comprehensive health and biomedical research in pneumology focusing on infection biology, allergology and chronic inflammatory diseases (5). The RCB is a member of the Leibniz Association; doctoral studies are run in cooperation with universities.

The Research Center's local graduate school BBRS – Borstel Biomedical Research School – offers a program, conducted in English, which includes lectures on key scientific topics as well as courses for developing general key competencies (6). Participation is mandatory for all doctoral students. About 40 PhD students currently attend the BBRS. The RCB's library is involved in the BBRS program. One lecture per year addresses issues of scientific publishing such as bibliometrics and open access. Graduates acquire a better understanding of their role and their responsibilities as producers of scientific information. A weekly offered session in the library on literature search and reference management helps graduates to better organize their work.In a recent survey to evaluate the courses, graduates pointed out the value of these subjects. It also turned out that

almost none of the graduates had ever before visited a library course on literature search and related topics.

Conclusions

Library courses should not only focus on literature search and reference management but also on topics like publishing, bibliometrics and open access. Although consulting services in these fields appear to be required it is often not very well known that the library can provide such information. Since structured graduate education is increasing, doctoral students should be perceived as a "new" target group for libraries which has its own needs. Embedding library classes in graduate programs also promotes the library's expertise in information literacy as well as its services in general within your institution. On the other hand, librarians can thereby develop new scopes and learn more about their customer's needs.

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Becoming Part of the Program
How Libraries Can Participate Actively in Graduate Schools

Kai Geschuhn, Research Center Borstel - Leibniz Center for Medicine and Biosciences, Germany | kgeschuhn@fz-borstel.de | EAHIL Workshop: "Active Learning and Research Partners in Health" | Istanbul, Turkey, July 05-08, 2011

Curricula of Graduate Schools

usually include theoretical principles and methods of the particular field of research, as well as lectures, seminars, and journal clubs.

Beyond that, soft skill training is offered:

Standards of Information Literacy

Referring to the US Association of College and Research Libraries (ACRL) standards published by the committee for library services of the German Library Association define essential skills for the information literate student:

GRADUATE SCHOOLS
- Scientific publishing
- Media literacy
- Good scientific practice
- Principles of teaching

INFORMATION LITERACY
- To access needed information effectively and efficiently
- To evaluate information and its sources critically
- To understand many of the economic, legal, and social issues surrounding the use of information

Structured PhD qualification will replace individual graduation prospectively.

About 20 percent of all German doctoral students attend a structured graduate program like a graduate school.

The German Research Foundation (DFG) currently promotes about 40 graduate schools.

The Leibniz Association currently maintains 18 graduate schools in cooperation with universities.

EXPERIENCES

The library of the Research Center Borstel is involved in the local graduate school BBRS – Borstel Biomedical Research School.

► One lecture per year addresses issues of scientific publishing such as bibliometrics and open access. Graduates acquire a better understanding of their role and the responsibilities as a producer of scientific information.

► A weekly offered session in the library on literature search and reference management helps graduates to better organize their work.

► Being asked to evaluate the courses graduates pointed out the news value of the subjects. It also turned out that almost none of the graduates visited a library course on literature search and related topics ever.

► Librarians can contribute their expertise actively to graduate programs to establish their reputation in the field of information literacy.
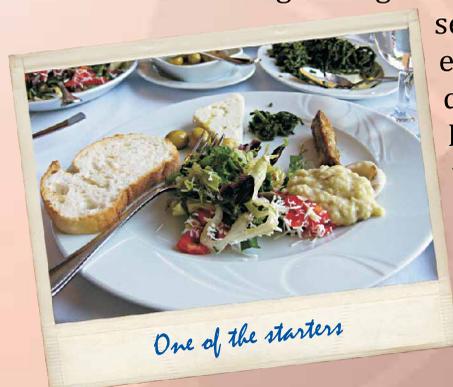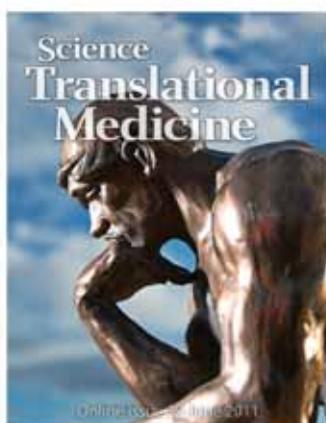
Research Center Borstel

MEMORIES FROM ISTANBUL
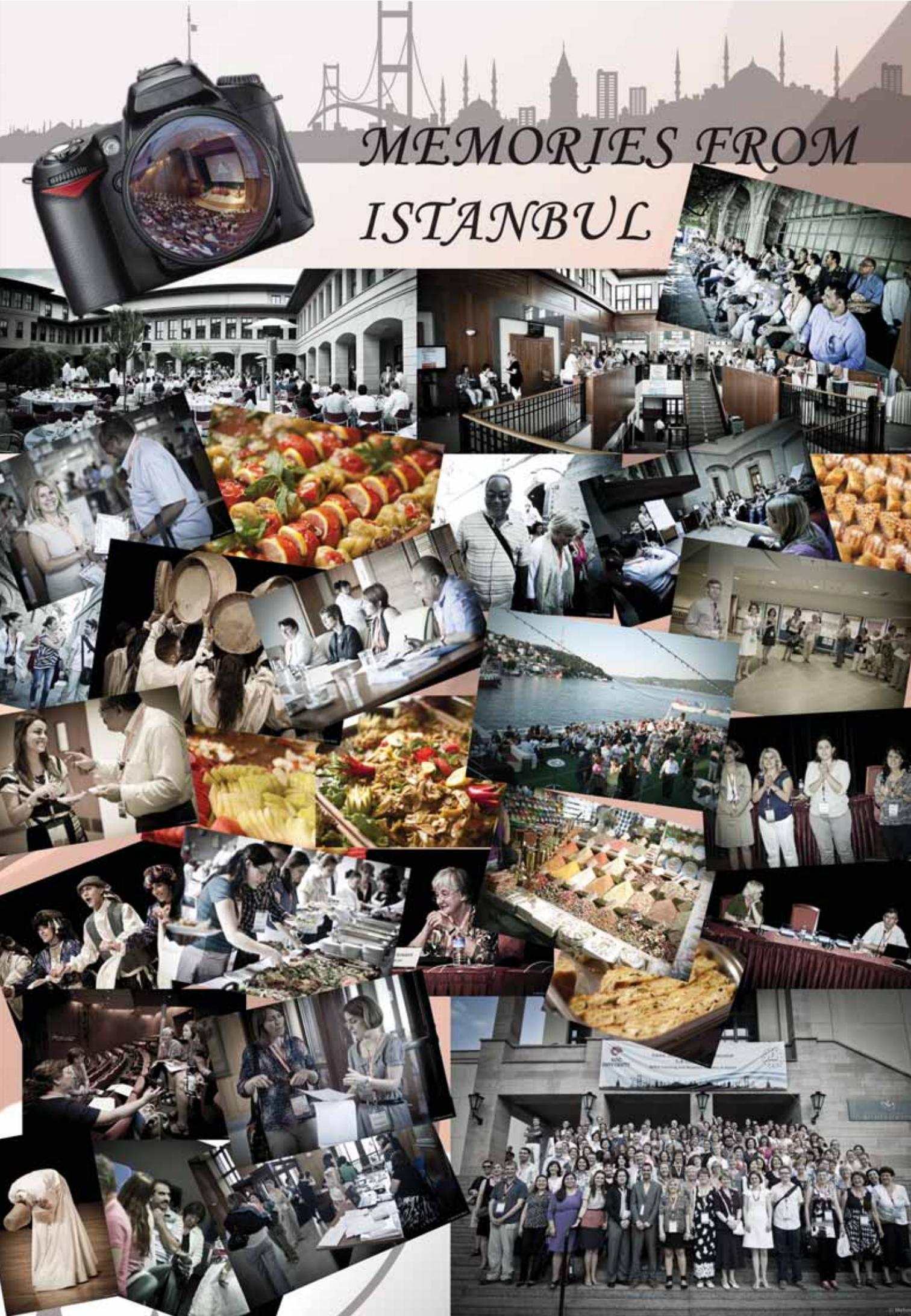
Impressions from the First-Timers Dinner

*T*he First Timers Dinner took place at the Alimento Fish Restaurant in Tarabya, which is a neighbourhood in the Sariyer district of Istanbul, located on the Bosphoros. About 100 people arrived at the Restaurant on that warm Istanbul evening. I sat between the Turkish organising committee and a librarian from Norway. Great Turkish food was served starting with lots of different starters which were than explained to me in detail by my neighbours. They were followed by delicious grilled fish and outstanding sweets as desserts. Peter Morgan held a warm welcome speech during the dinner. Later, when I went outside the restaurant to get some fresh air I met a colleague from Finland. We started to chat about librarianship, Istanbul, the workshop and our expectations, as suddenly the muezzin started to call to the evening prayer. I looked at the Bosphorus sunset and thought "Well, yes, this is going to be a great conference..."

Kai Geschuhn, Borstel, Germany

One of the starters

Welcome dinner

*T*he Social Sciences Courtyard of the Koç University hosted the magnificent Welcome Dinner. The large open space located at the heart of the University was full of elegantly decorated round tables which accomodated all EAHIL delegates and accompanying persons for a delicious dinner. While a relaxing background music was played to entertain guests, we were able to enjoy a variety of traditional Turkish dishes scrumptiously rich in spices, nuts and herbs, and and a selection of Baklava-like desserts and seasonal fruits.

After the dinner, we gathered in the Auditorium theatre for a performance of traditional folk dances and music by the Motif Turkish Folk Dance group. This group has a very good reputation in Turkey and is part of an association which was founded in 1988 to attract more attention to this cultural heritage. We were all fascinated by the Dervishes whirling dances, the rythm and the traditional colourful costumes.

Federica Napolitani

Welcome dinner

Motif Turkish Folk Dance group
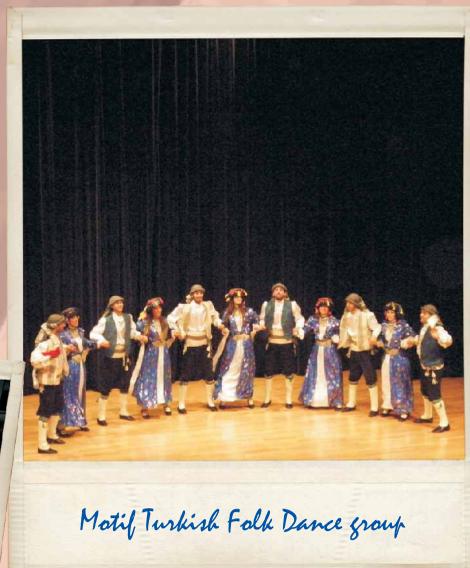
Welcome dinner

Motif Turkish Folk Dance group
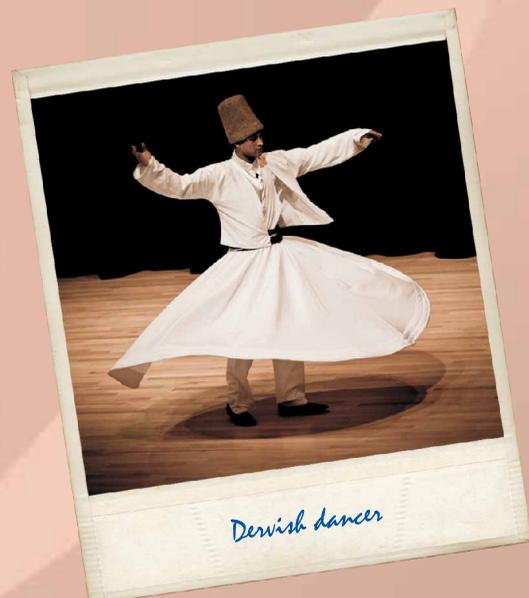
Dervish dancer

Dinner cruise on the Bosphorus

The Gala Dinner of the EAHIL workshop 2011 was on Thursday, 7 July 2011. At 18.30 buses took the delegates from the Ko campus down the serpentine roads to the harbour of Sariyer port where we embarked on a boat called Kücük Prens to cruise on the Bosphorus.

It was a lovely way to see Istanbul. Delegates first enjoyed welcome drinks on the open upper deck and were able to relax, take photos and talk to each other before moving to the lower deck and inside.

Relaxing on the boat

The dinner was served in round tables that were beautifully decorated with flowers. Mixed salad, Turkish mezzes, grilled sausages and pastry with cheese were served for starters. The main course was grilled steak fillet with mashed potatoes and vegetables. The dessert was ice cream.

EAHIL delegates enjoying the cruise

After dinner delegates were invited to dance on the upper deck where the music was oriental. Those who did not feel like dancing could admire the shores of Bosphorus by night and watch the clear sky with a crescent moon.

The delegates were taken back to the hotels and the campus just before midnight. It was a unique gala dinner and will be remembered by many.

Tuulevi Ovaska

Gala Dinner on the Bosphorus

*Sun setting over the Bosphorus*

Visit to Süleymaniye Complex

*T*he workshop participants who had decided to take part in the afternoon visit to the Süleymaniye Manuscript Library could also enjoy the breathtaking beauty of the Süleymaniye Mosque. It is the largest mosque in Istanbul built on the order of Sultan Süleyman I the Magnificent, the richest and most powerful Sultan of the Ottoman empire. The construction was carried out by the great Ottoman architect Mimar Sinan between 1550-1557.

Similar to other imperial mosques in Istanbul, it was designed as a *kulliye*, or complex with the mosques itself, a hospital, schools, a caravanserai, a medical college, a library, a public kitchen for the poor etc. The mosque has a main dome supported by two half-domes, and four minarets standing in the four corners of the courtyard.

The Süleymaniye Mosque

Inside the mosque we were overwhelmed by its size and simplicity. We admired four massive supportive granite columns, the tiles, coloured stained glass-work, illumination with 4000 candles, and other decorative features including calligraphy.
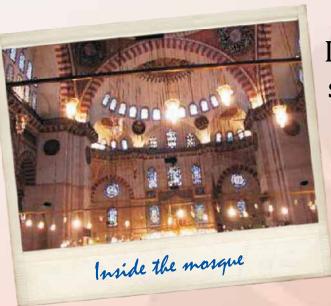
Inside the mosque

The building which houses the Süleymaniye Library was completed in 1751. We learned the basic facts about its collections and organization from the library manager, sitting under a wistaria-covered shelter and drinking delicious Turkish tea. Dr. Güssün Güneş, Head of Koc University School of Nursing Library was acting as brilliant interpreter from Turkish into English.

Serving turkish tea

Süleymaniye Library

Take-home message about the Süleymaniye Manuscript Library:

- 1918 established as a modern library;
- Primarily devoted to the preservation of manuscripts;
- 131,000 works (manuscripts and printed materials) in different languages (Ottoman Turkish, Arabic, Persian, modern Turkish, English, French, German etc.), including the largest collection of Islamic manuscripts in the world;
- The only library worldwide holding the manuscript copies of all the survived works (240 of 450) of Avicenna (İbn Sina), the great physician, scientist and philosopher;
- The first librray in Turkey to provide microfilm and photocopying services begun in 1950;
- 80,000 items have been digitized as part of a digitization project for manuscripts and printed materials with Arabic letters;
- This library was declared by UNESCO a world cultural heritage.

Exhibition of the priceless manuscripts

All of us were fascinated by an exhibition of some of the manuscripts possessed by the Süleymaniye Library.

Recommended for further reading: Dinç G, Naderi S, Kanpolat Y. Süleymaniye Külliyesi: a historically important medical, scientific, and cultural center. Neurosurgery. 2006 Aug;59(2):404-409.

Workshop bag

**J. Potomkova**, Olomouc, Czech Republic
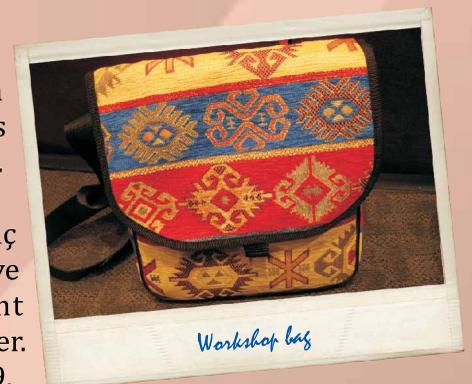
Excursion to Istanbul

*A*fter those days of hard work, where, as usual, the exchange of ideas and experiences between colleagues were fruitful, many of the participants stayed to take advantage of the week-end excursions prepared by the Local Organising Committee. Saturday was dedicated to visiting Istanbul, a huge city where about 15 million people live. We left Koç University at 8:15 and the weather was cloudy suggesting a sunny day.

Sariyer

The bus crossed down through narrow roads, allowing us to admire a landscape dominated by Mediterranean vegetation, where the minarets of mosques stand out among the local houses. Slowly, we viewed the Bosphorus Bay and we arrived at Sariyer, a fishing village, located at the European (western) shore of the Bosphorus, near the entrance to the Black Sea. It is always a place bustling with people and business. The Bosphorus separates Europe from the Asian part of Turkey. To live here is a privilege as the climate is renowned for its permanent calm wind. Then, we were driven to the Sultanahmet, the ancient quarter of the city.

First, we visited the Blue Mosque, the only one at Istanbul that has six minarets. The walls of this mosque are covered with thousands and thousands of precious tiles in a mesmerizing display of floral extravagance.
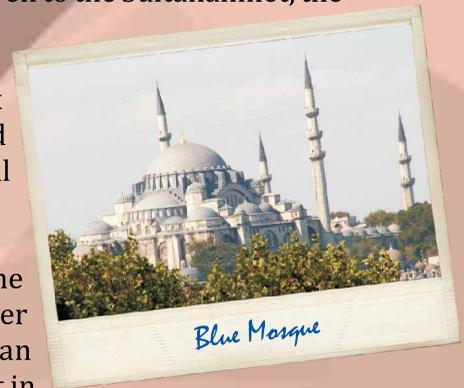
Blue Mosque

At the end of the morning we arrived at the Topkapi Palace. This palace was for over four centuries, home to the Ottoman sultans, where they ruled an empire that in its heyday stretched from Western Iran to the Atlantic Ocean. It is a big complex with different houses for different purposes. Today, these houses are small museums demonstrating a remarkable collection of priceless jewelry, porcelain and costumes. The lunch was served in a restaurant located in these gardens, from where we could admire the beautiful sea of Bosphorus.
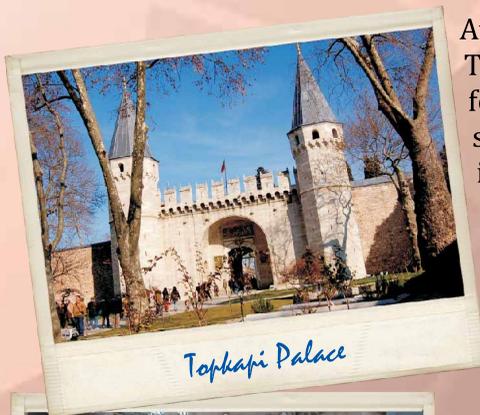
Topkapi Palace

We continued to the Hagia Sophia, built by the Emperor Justinian and inaugurated in 537 AD. For over nine centuries it was the center of the Eastern Orthodox Church and it remains the world's 4th largest church. It contains some of the finest mosaics that have survived to the Byzantine period. Before the visit to the Grand Bazaar, we went down to see the Underground Cistern, also built by Emperor Justinian. Arriving at the Grand Bazaar, built in 1455-1461, time was short to see even a small part of the thousand of shops offering from hand-woven carpets, handmade gold and silver jewelry and a lot more of items that would not fit in this page. Istanbul is in fact a beautiful and extraordinary city.
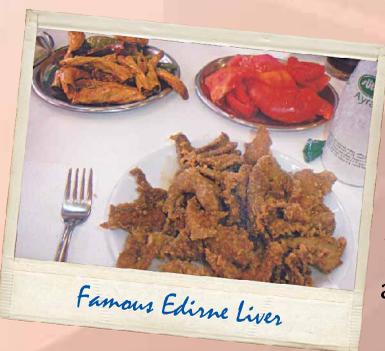
Hagia Sofia

Grand Bazaar

Margarida Meira
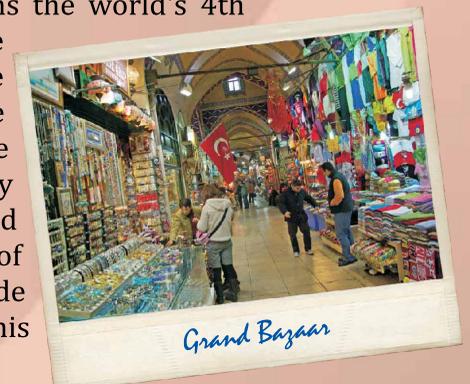
Visit to Edirne

$\mathcal{L}$ ibrarians along with a few guests attending the EAHIL workshop participated in an excursion to Edirne, Turkey. Our journey to Edirne began with a three hour bus ride from Istanbul to the western part of Turkey bordering Bulgaria and Greece. We drove through sunflower strewn farmland as our tour guide Taner encouraged us to ask questions about Turkey. Taner explained to us that a large number of farms in Turkey are family owned rather than large corporate farms one might find in the United States. And that the fields of sunflowers we saw would end up as a much loved snack, sunflower seeds. Edirne was the former capital of the Ottoman Empire from 1413 to 1458 and is a small city with packed with history. We visited the Selimiye Mosque constructed by the great architect Sinan. A special treat for us medical librarians was a visit to the Beyezid Health Museum where we learned 15th century methods for curing patients. Beyazid Health Museum has life size dioramas to depict interactions between patients, nurses and doctors. It was fascinating to see the advanced and humane interventions used to treat patients in 15th century Turkey. Taner explained how patients with mental illness would be taken to a calming room for to hear soothing sounds of water or music. Doctors also used aromatherapy. Visiting Beyazid was informative and enriching. To cap off our day in Edirne we had a lovely meal of the local specialty of fried liver with tomatoes, onions and peppers.

Minaret in Edirne

Famous Edirne Liver

Xan Goodman

Participants' impressions

Paula Saraiva

Technical University of Lisbon
Lisbon, PORTUGAL
pcs.saraiva@gmail.com

Koç University in Istanbul welcomed the 2011 EAHIL Workshop, and those who had the privilege to attend this event lived unforgettable moments of knowledge and learning, surrounded by nature and warm people who shared with them the beauties of this wonderful country – Turkey.

I personally would like to thank EAHIL for supporting me with a scholarship. Due to this, I had this unique opportunity to be there and get to know about new trends in health librarianship and share experiences with colleagues from around the world.

I enjoyed every moment and learnt about new technologies in libraries, new information literacy experiences and new projects that health librarians are developing in their own countries and that can be fully applicable in my own work environment in Portugal. I would like to highlight some of the best scientific moments in this workshop which I found particularly interesting and stimulating:

- the Opening Lecture; *Impact of information technologies to build up scientific thinking* by Prof. Emin Kansu;

- the Round Table discussion, promoting free participation and involvement of all attendees;

- *Curriculum-integrated active learning in information sciences and the role of the information specialist* by Prof. Henri Verhaaren and colleagues enhancing the new roles and importance of information specialists;

- *Lessons learned and inspirations gotten from an iPad lending project* by Oliver Obst, giving us an approach to new trends in mobile technologies for libraries;

- *Libridgets - an environmentally friendly interdisciplinary project* by Alexandra Angeletaki and Katrine Aronsen, another great moment about new technologies in libraries;

- *Keeping students engaged by simulating continuing medical education* by Dale Storie and colleagues, a first timer in EAHIL workshops, with a special view about health users's needs and information literacy strategies.

This year, I had also the opportunity to participate in two important meetings to plan the next EAHIL Conference in Brussels in 2012 and the next EAHIL Workshop in Stockholm in 2013. Both are promising high scientific moments with the participation and dynamism of all attendees and memorable moments of friendship, while EAHIL celebrates 25 years as a Health librairianship association and as a special big family too. And last but not least, our Turkish colleagues made us feel at home with all their kindness and hospitality. The social events, specially the Bosphorus Gala Dinner was amazing and the visit to Süleymaniye Manuscript Library and Mosque, superb!

Thank you EAHIL and thanks also to the IPC and LOC of the Istanbul 2011 Workshop!

See you all next year in Brussels!

Memories from Istanbul

Daiga Spila

Riga Stradins University Library
Riga, Latvia
Contact: daiga.spila@rsu.lv

I would like to thank the EAHIL Executive Board which made it possible for me to attend the EAHIL Workshop *Active Learning and Research Partners in Health* in Istanbul this summer. I was not able to attend previous EAHIL conferences, but I have been following with interest my colleagues' participation at EAHIL events and subsequent updates to medical information. This was my first experience at an EAHIL conference and a great chance to meet so many colleagues from other countries.

My first workshop day started with the continuing education course *Retrieving Medical Information from Free and Reliable Sources*. Many thanks to the lecturer Aida Farha, who made a very detailed and logical presentation about the different free reliable health resources. This theme was very important for me because I will transfer this knowledge to medical students of Riga Stradins University. I also attended the Continuing Education course *Searching Skills for Finding the Evidence*. The lecturer, Mala Mann gave us interesting facts about the history of EBM and theoretical issues and offered us on hand practice to use our acquired knowledge. .

In this workshop I was especially interested in how other libraries manage the training process; developing training programs and solving the problems. It was interesting to be presented with teaching and learning problems and possibilities at an international level. I found the presentations *Curriculum-integrated active learning in information sciences and the role of the information specialist*; *Medical information specialist as teacher* and *Health sciences librarian as an adult trainer* especially interesting. The workshop program included so many important and interesting presentations for me that it was hard to choose which of the lectures to attend. This workshop gave a lot of new ideas and practical experienceand the atmosphere was very friendly, warm and relaxed. This EAHIL workshop had a very strong impact on me. During the workshop there was a lot of see, hear and learn from my colleagues from all over the world and their experience will surely be beneficial for our library.

I, with my colleagues, presented the poster *Information literacy for medical students and health care professionals: the experience of the Riga Stradins University Library*. The opening of the posters exhibition was also an exciting moment for me and the posters' session gave me an opportunity to talk and exchange experiences with the exhibition visitors.

During this workshop week I visited some impressive libraries: Koç University Library, Istanbul Technical University Library and Süleymaniye Manuscript Library. University libraries are very nice and modern, but I was surprised that each of these libraries has a large special collection. The workshop program included so many nice and unforgettable events: Welcome dinner with Turkish dancing, First-timer dinner with new friends, Gala dinner on the ship down the Bosphorus. Istanbul is a very beautiful city with a rich history and culture. I fell in love with the Turkish coffee, sweets and fruits. Koç University is a fantastic location for workshops and different conferences, providing the perfect surrounding for learning.

Thank you EAHIL for experience and new ideas! Thank you very much for an excellent workshop!

First Timers report

Cristina Ungur

Medical University Library,
Cluj, Romania
Cristina_ungur@yahoo.com

Looking back I can only regret that the workshop at Koc University in Istanbul passed so quickly. I was participating for the first time in an EAHIL workshop as a delegate though in fact in 2006 I had the pleasure of being in the Organizing Committee for the Cluj conference.

I, first of all, would like to thank everyone who made this "First-Timers" participation possible for me by awarding me an EAHIL scholarship. I enjoyed both the scientific and social programme. I especially liked the paper by Funda Topuz: *E-learning in pills* and the joint cooperation of the Poland and Norway presentation *MedLibTrain. Become a better teacher of health information skill*s which has resulted in a book of the same name. The organizers are to be congratulated on the excellent choice of their location to hold the conference. The social programme was marvelous and I joined in all events and at the same time tasted as well as sampling all the Turkish delights that were on offer including the unique Turkish salad which was as sweet as the well known dessert *baklava.* I appreciated so much my first EAHIL conference – it was a great experience for me – and hope that in the very near future I have the opportunity to meet my EAHIL friends again.

Jennifer Lopez

World Health Organization (consultancy)
Geneva, Switzerland
lysedge@yahoo.fr

The Scholarship gave me the chance to attend my first EAHIL Workshop. Thank you. I've been delighted to spend these few days in the company of worldwide librarians! I met people dealing with similar projects as mine. This allowed us to exchange experiences. I also finally met people I'd been working "virtually" with for a long time. Meeting people gave us all new professional opportunities that I hope will lead to concrete join projects. I learned a lot! Librarians from all Europe and all around the world came to speak about various topics: online resources and services, trainings, users with special needs e-technologies, systematic reviews, virtual libraries, etc. I would like to especially thank Mala Mann (UK) for her captivating *Searching skills for finding the evidence* course. We had the opportunity to glimpse at new technologies, trends and products of many Publishers and other companies.

Memories from Istanbul

A HUGE THANK YOU goes to the Local Organising Committee who made all this possible. They worked hard to make this event perfect and in an always cheerful way! With them and my awesome bag full of useful material I was never lost. During the week I gave my first presentation in English. With cookies and tea everything goes well! It was a great experience for me (and overwhelming, too...) rewarded by a lot of pertinent questions and... a Gala dinner on a boat! The setting sun above the Bosphorus is one of the things you must see at least once in a lifetime.

Istanbul seduced me with its dances, colors, Baklavas, Mosques, glittering antique books, enchanting places (Right now, I'm thinking of the Cistern (Yerebatan Sarnici)'s Gorgons for example) and of course the people. I am definitely coming back to visit Turkey! I'll seal these few lines with the word "share". Thank you everyone for sharing so much! Not only competences, experiences and opinions but also knowledge, laughs, joyful meals and close moments. See you next year!

Malgorzata Sieradzka-Fleituch,

Jagiellonian University Medical Library
Krakow, Poland
E-mail: malgorzata.fleituch@bm.cm-uj.krakow.pl

This year I was honoured with an EAHIL scholarship and I would like to express my deepest gratitude to the EAHIL Board for providing me the tremendous opportunity of participating in the EAHIL 2011 Workshop in Istanbul.

One of the sessions that I attended was *Teaching practices in health sciences* with a very interesting lecture by Midrar Ullah from Pakistan on the professional competencies of medical librarians. The conclusions were quite similar to the results obtained during the implementation of the Polish-Norwegian project MedLibTrain. The purpose of this project was, *inter alia,* to evaluate educational needs of medical librarians in Poland and Norway. Although it might have been expected that the competencies of medical librarians are similar all over the world, it was interesting to see the results in regions so distant geographically and culturally. Another great presentation was given by Gabriella Gabuti *et al*. from Italy about Bloom's taxonomy. The authors described in detail how to create a structured evaluation questionnaire to test the newly acquired skills of PubMed course participants. This method seems to be very useful for all teaching librarians.

I also attended one of the continuing education courses. It was given by Lenny Rhine and Gaby Caro and concerned the HINARI initiative; an interesting assistance to developing countries by providing free, or low-cost, access to the major biomedical journals. What was particularly important for me was the form of this CEC – training the trainers − as I am engaged in teaching librarians who educate users.

The workshop was perfectly organized and most of the presentations I attended were of good quality. The venue − Koç University – was located in beautiful surroundings with a distant view of the Black Sea. The Gala Dinner sunset cruise on the Bosphorus was an unforgettable experience, as well as the visit to Süleymaniye Library with thousand-year old manuscripts and the Saturday sight-seeing of breathtaking Istanbul monuments. I also enjoyed meeting the numerous colleagues from the Middle East who attended this workshop held in Istanbul. The warm atmosphere, friendly hospitality and excellent cuisine all complemented a memorable meeting.

[Collected during May 1st to August 16, 2011]

Benoit Thirion

Chief Librarian/Coordinator
CISMeF Project
Rouen University Hospital, Rouen, France
Contact: Benoit.Thirion@chu-rouen.fr
            Benoit_Thirion@yahoo.fr

The goal of this section is to have a look at references from non-medical librarian journals, but interesting for medical librarians (for lists and TOC's alerts from medical librarian journals, see: http://www.chu-rouen.fr/documed/eahil67.html)

Free full text

1. Walters WH, Linvill AC. **Characteristics of open access journals in six subject areas**
   College & Research Libraries 2011 [cited 2011 August 5];72(4):372-92
   We examine the characteristics of 663 Open Access (OA) journals in biology, computer science, economics, history, medicine, and psychology, then compare the OA journals with impact factors to comparable subscription journals. There is great variation in the size of OA journals; the largest publishes more than 2,700 articles per year, but half publish 25 or fewer. While just 29 percent of OA journals charge publication fees, those journals represent 50 percent of the articles in our study. OA journals in the fields of biology and medicine are larger than the others, more likely to charge fees, and more likely to have a high citation impact. Overall, the OA journal landscape is greatly influenced by a few key publishers and journals.
   Available from: http://crl.acrl.org/content/72/4/372.abstract
   [Duplicate article (?): Bibliographic index coverage of open-access journals in six subjects. Journal of the American Society for Information Science and Technology. Volume 62, Issue 8, pages 1614–1628, August 2011. Abstract]

2. Park TM. **The visibility of Wikipedia in scholarly publications**
   First Monday 2011 [cited 2011 July 29];16(8)
   Publications in the Institute of Scientific Information's (ISI, currently Thomson Reuters) Web of Science (WoS) and Elsevier's Scopus databases were utilized to collect data about Wikipedia research and citations to Wikipedia. The growth of publications on Wikipedia research, the most active researchers, their associated institutions, academic fields and their geographic distribution are treated in this paper. The impact and influence of Wikipedia were identified, utilizing cited work found in (WoS) and Scopus. Additionally, leading authors, affiliated institutions, countries, academic fields, and publications that frequently cite Wikipedia are identified.
   Available from: http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3492

3. Farahi MT, Gandhi RTD Ramesh. **IT skills among LIS professionals of medical libraries in India and Iran: A comparative study**
Annals of Library and Information Studies 2011 [cited 2011 July 115];58(2):161-9
A questionnaire-based survey was conducted to elicit IT skills needed for LIS professionals working in medical, dental, and pharmacy colleges affiliated to Rajiv Gandhi University of Health Sciences (RGUHS) in Karnataka, India; and Ministry of Health and Medical Education and Islamic Azad University (MOHME & IAU), Iran. Results revealed that all the skills listed under IT basics and, internet were considered important by medical librarians in India and Iran. However, skills in working with non-popular software packages in areas such as presentation, publishing, and email were considered as unimportant. Concludes that Iranian LIS professionals' IT skills requirement was higher than that of Indian LIS professionals. Iranian professionals attributed more importance to the ability to use non-popular software packages in some areas, such as electronic mail, publishing, presentation, and databases than their Indian counterparts did.
Available from: http://nopr.niscair.res.in/handle/123456789/12187

4. Tukhareli N. **Bibliotherapy in a library setting: reaching out to vulnerable youth**
Partnership: the Canadian Journal of Library and Information Practice and Research 2011 [cited 2011 May 19];6(1)
Bibliotherapy, as a part of expressive therapy, involves the systematic use of books to help people cope with mental, physical, emotional, or social problems. It has been widely recognized as an approach that holds great promise in helping librarians to better address emotional, behavioural and social concerns of various groups of people. The benefits of bibliotherapeutic services such as reading groups, expanded readers' advisory, books-on-prescription and information-on-prescription services as well as various outreach programs are well documented in the library literature. On the other hand, health professionals who work in cooperation with educators and librarians share medical records on the healing and consoling power of books.The paper will explore the role of bibliotherapy in a library setting and identify particular bibliotherapeutic schemes to be used when serving people affected by HIV/AIDS. The paper will provide an overview of the library project developed to address educational and recreational needs of the African people living with HIV/AIDS. The project was successfully implemented at the Nkosi's Haven Library in Johannesburg, South Africa in 2010. Although the project targeted all the residents of Nkosi's Haven, the paper will focus mostly on the part of the program developed for children and young adults. The paper will identify psychological and social factors that affect the targeted group of children within the African environment. Particularly, it will highlight a negative effect that stigmatization around the disease has on the lives of the HIV-infected individuals and their families. Within this context, bibliotherapy is seen as an effective way of reaching out and breaking the isolation of people, especially children living with HIV/AIDS. The paper will describe specific activities strategically chosen for the bibliotherapy sessions to provide a channel through which the participants of the program could analyze their behaviours or situations and address their concerns. It will also provide a list of books selected for the targeted group of children and young adults. The paper will highlight the great potential of bibliotherapy in addressing the needs of vulnerable people and thus justify the importance of implementing bibliotherapy within the library setting.
Available from: http://journal.lib.uoguelph.ca/index.php/perj/article/view/1402

5. Ross SVT, Buckles C. **The Health Internetwork Access to Research Initiative (HINARI) in eligible American countries: benefits, challenges and relationship to Internet use**
First Monday 2011 [cited 2011 July 5];16(7)
The Health Internetwork Access to Research Initiative (HINARI) aims to reduce financial and legal barriers to scholarship by providing Internet access to full text biomedical and health research articles for scholars in economically developing countries. In this study citation data was used to evaluate if HINARI journals have had greater use since the initiation of the program in eligible American countries. Also considered was if a relationship exists between the use of HINARI journals and Internet user statistics. While an increase of journal use is apparent in two of three sub-regions (Caribbean America and Central America), only one of three sub-regions (South America) suggests a correlation between Internet use and HINARI citation frequency. The benefits, challenges and future considerations for HINARI are discussed, as they pertain to scholars and program administrators.
Available from: http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3076

6. Aho MK et al. **Who is sitting at the reference desk?: the ever-changing concept of staffing the reference desk at the bio-medical library**
Collaborative Librarianship 2011 [cited 2011 May 19];3(1)
Providing excellent reference service at the University of Minnesota's Bio-Medical Library has always been a source of pride and a goal to those of us who work at the reference desk. With tightening budgets and shrinking staff numbers, who works at the reference desk is drastically changing. The Bio-Medical Library has always been in a unique position to offer the opportunity of working at the reference desk to staff members across all departments, including those who at other libraries would not normally be given the option to staff the desk. From circulation staff to technical services staff to our fee-based services staff (InfoNOW) to our current project of training a few undergraduate student workers, the Bio-Medical Library staff has created a unique reference desk environment. This article will discuss the many different ways the Bio-Medical Library keeps the reference desk functioning with its unique and multi-departmental staff.
Available from: http://www.collaborativelibrarianship.org/index.php/jocl/article/view/104

7. Birch S *et al.* **Developing videocasts for integration into a library information literacy program at a medical college**
Perspectives in International Librarianship 2010 [cited 2011 May 5] 2010;5
Established in 2001 as a partnership between Cornell University and Qatar Foundation, Weill Cornell Medical College in Qatar (WCMC-Q) is part of Weill Cornell Medical College in New York and shares its mission of dedication to excellence in education, patient care and research.The Distributed eLibrary (D eLib) at the WCMC-Q is a library without walls, existing in a distributed electronic environment, transcending space and place. One of its key defining features is its disseminated yet interconnected services, resources, and presence that are accessible, flexible, and dynamic. D eLib's strategic plan, Futura, charts the future for information resources and services and the library's role in supporting WCMC-Q's tripartite mission. It is a challenging and innovative plan, with eight pathways focusing on different aspects of an interconnected world of information, including end-user instruction, application of technology and promotion of library programs and services. The ACRL Information Literacy Competency Standards for Higher Education was selected as the conceptual framework for the D eLib Information Literacy Program. It was this planning effort that prompted the librarians to consider multi-media tools, such as videos, to compliment the librarians' classroom instruction, and to enhance the students' information related learning experiences and knowledge base. Within this distributed environment infused with technology D eLib introduced DeLibCasts on select, pre-defined topics from the D eLib Information Literacy Plan to facilitate utilization of our resources and services: keyword search, search limits, my account, among others. This paper discusses the planning and implementation process of producing videocasts, from identifying a need, acquiring the right software, development of a consistent layout for each video cast, creation of a framework, involving library staff, promotion and delivery. D eLib currently has nine videocasts available and more under production. An assessment of the D eLibCasts will be part of the comprehensive assessment of D eLib's Information Literacy Program.
Available from: http://www.qscience.com/doi/abs/10.5339/pil.2010.5

8. Powelson S Vaska M. **Determining user needs for an academic health sciences library renovation**
Evidence Based Library and Information Practice 2011 [cited 2011 April 5];6(1):92-4
The Health Sciences Library (HSL) at the University of Calgary (U of C) opened in the late 1970's. The library serves the Faculties of Medicine, Nursing, Veterinary Medicine, and a Bachelor of Health Sciences program. In addition, HSL provides services to the Foothills Medical Centre, the largest acute care hospital in Calgary.
Available from: http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/9411/7852

Abstracts only

1. Hjørland B. **Evaluation of an information source illustrated by a case study: effect of screening for breast cancer**
Journal of the American Society for Information Science and Technology Practice 2011 [cited 2011 August 16] Article first published online:12 Aug 2011
It is argued that to evaluate an information source (e.g., a Wikipedia article), it is necessary to relate the content of that source to an interpretation of the state of knowledge at the research front (which is typically developing dynamically). In the research literature, there is a controversy about the effect of screening programs for breast cancer. This controversy is used to compare the value of Wikipedia with Encyclopedia Britannica and two Danish encyclopedias as information sources. It is argued that this method of examining information sources is preferable to other methods which have been suggested in the literature.
Available from: http://onlinelibrary.wiley.com/doi/10.1002/asi.21606/abstract

2. Bowler L *et al.* **The visibility of health web portals for teens: a hyperlink analysis**
Online Information Review 2011 [cited 2011 April 5];35(3):443-70
Purpose – The purpose of this study was to analyse the hyperlinks leading to six teen health websites in order to assess the visibility of teen health web portals as well as to discover which websites refer teens to reliable health information.Design/methodology/approach – An environmental scan of the web was conducted to find sample health websites for teens. Inlink data was gathered using Google Webmaster Tools, and the inlink sources were classified by the type of creator.Findings – The teen health websites in this study had a low level of visibility on the web compared to general health web portals (such as Medline Plus, for example) and a weak level of referrals from health-related groups compared to other organisations such as schools and public libraries. Many non-healthcare related websites are linking to teen health information, demonstrating that teens' health information needs are being met by sources that lack expertise in health care. Research limitations/implications – Due to the small sample of six websites, generalisations beyond the context of the study are difficult to infer. The Google Webmaster inlink tool does not guarantee 100 per cent coverage and some inlinks may not have been captured by the tool, although this number is most likely minimal. The results of this study present a snapshot rather than an all-inclusive view of the visibility of teen health websites and offer a starting point for further investigation.Practical implications – The weak network of inlinks leading from reliable health care providers is a lost opportunity for health care professionals to reach young people.Social implications – Due to the weak network of inlinks from reliable health information sources, teens may not be accessing accurate and reliable health information. This could have a potential cost in terms of health outcomes.Originality/value – The study investigates health information for teens, a population that increasingly uses the web as a source for health information. The authors used an approach that has not been used before in the study of teens and health information on the web.
Available from: http://www.emeraldinsight.com/journals.htm?articleid=1937297&show=abstract

3. Jacsó P. **The h-index, h-core citation rate and the bibliometric profile of the Scopus database**
Online Information Review 2011 [cited 2011 April 5];35(3):492-501
Purpose – The h-index has been used to evaluate research productivity and impact (as manifested by the number of publications and the number of citations received) at many levels of aggregations for various targets. The purpose of this paper is to examine the bibliometric characteristics of the largest multidisciplinary databases that are the most widely used for measuring research productivity and impact.Design/methodology /approach – The paper presents preliminary findings about the Scopus database. It is to be complemented and contrasted by the bibliometric profile of the Web of Science (WoS) database.Findings – The test results showed that 18.7 million Scopus records had one or more cited references, representing 42 per cent of the entire database content. The ratio of cited reference enhanced records kept slightly increasing year by year from 1996 to 2009. Scopus classifies the journals and other serial sources into 27 broad subject areas by assigning its journals to 21 science disciplines, four social science disciplines, a single Arts and Humanities category, and/or a multidisciplinary category. The distribution of records among the broad subject areas can be searched in Scopus using the four-character codes of the subject areas. A journal or a single primary document may be assigned to more than one subject area. However, Scopus overdoes this, and it significantly distorts the h-index for the broad subject areas. The h-index of the pre-1996 subset of records for the 21,066,019 documents

published before 1996 is 1,451, i.e. there are records for 1,451 documents in that subset that were cited more than 1,450 times. The total number of citations received by these 1,451 papers (i.e. the h-core, representing the number of items that contribute to the h-index) is 4,416,488, producing an average citation rate of 3,044 citations per item in the h-core of the pre-1996 subset of the entire Scopus database. For the subset providing records for 23,455,354 documents published after 1995, the h-index is 1,339, so the total number of citations must be at least 1,792,921. In reality the total number of citations received by these papers is 3,903,157, yielding a citation rate of 2,915 citations per document in the h-core. For the entire Scopus database of 44.5 million records the h-index is 1,757.Originality/value – Knowing the bibliometric features of databases, their own h-index and related metrics versus those of the alternative tools can be very useful for computing a variety of research performance indicators. However, we need to learn much more about our tools in our rush to metricise everything before we can rest assured that our gauges gauge correctly or at least with transparent limitations. Learning the bibliometric profile of the tools used to measure the research performance of researchers, departments, universities and journals can help in making better informed decisions, and discovering the limitations of the measuring tools.
Available from: http://www.emeraldinsight.com/journals.htm?articleid=1937299&show=abstract

4. Hardin A, Stankus T. **The Affiliations of U.S. academic librarians in the most prominent journals of science, engineering, agricultural, and medical librarianship, 2000-2010**
    Science & Technology Libraries 2011 [cited 2011 June 9];30(2):43-56
    After reviewing the literature of the differing approaches to evaluating the output of academic librarians and ranking their employing universities, the authors adapted features of the most widely cited study, Stephen J. Wiberley, Julie M. Hurd, and Ann C. Weller 2006 (WHW 2006), which covers a wide assortment of journals, to compile instead the affiliations of college and university authors in articles published between 2000-2010 in the journals most favored by American science, engineering, medical, and agricultural librarians. These journals included Science and Technology Libraries, Issues in Science and Technology Librarianship, Journal of Agricultural and Food Information, Journal of the Medical Library Association, and Medical Reference Services Quarterly. Unlike many previous studies, it emphasizes the number of papers published, not the number of librarians it took to write them. The study demonstrates that the WHW 2006 top twenty did rather well in this more narrowly focused science-oriented journal assortment over this timespan. Furthermore, while a statistically significant number of schools that happened to have graduate programs in library and information science (LIS) on their campuses were notable for their output in these journals, LIS faculty publishing was not a significant factor in their attaining a high ranking in this study, as shown by the thirty-eight of the forty-five ranking schools providing faculty status for academic librarians.
    Available from: http://www.informaworld.com/smpp/content~db=all~content=a938344675~frm=abslink

5. Youngen GK. **Multidisciplinary journal usage in veterinary medicine: identifying the complementary core**
    Science & Technology Libraries 2011 [cited 2011 June 9];30(2):194-201
    Researchers in veterinary medicine depend on the literature of many complementary fields of study. The literature of the biological sciences, including laboratory and clinical science, is essential, as are most aspects of human medicine, since they overlap in varying degrees with veterinary medicine. This article describes the resources and processes used to identify the nonveterinary journals of importance to veterinary researchers at the University of Illinois. The methodology employed in this study may also be useful for libraries supporting other allied health fields in which large medical research libraries or collections are absent. Ensuring access to the most relevant and up-to-date peer-reviewed journal literature is an essential function of the library. The services outlined in this article make keeping up with the changing information usage and needs of a library's users possible. Objective: Identify the primary nonveterinary journals used by researchers at a college of veterinary medicine. Methodology: Employing the analytical components of commercial and open-source bibliographic abstracting and indexing (A&I) resources to measure local article authorship and usage. Result: A list of journals falling outside the core field of study yet evidenced as essential to the research needs of a specific user group. Conclusion: Identification of the "complementary core" can be elusive and will vary by institution, by the changing internal research priorities, and over time. This article describes an ongoing process that can be employed when reviewing journal subscriptions to ensure the collection's relevancy to the user base.
    Available from: http://www.informaworld.com/smpp/content~db=all~content=a938322352~frm=abslink

6. Olvera-Lobo MD, Gutiérrez-Artacho J. **Open- vs. restricted-domain qa systems in the biomedical field**
Journal of Information Science 2011 [cited 2011 June 3];37(2):152-62
Question answering systems (QA systems) stand as a new alternative for information retrieval systems. We conducted a study to evaluate the efficiency of QA systems as terminological sources for physicians, specialized translators and users in general. To this end we analysed the performance of two open-domain and two restricted-domain QA systems. The research entailed a collection of 150 definitional questions from WebMed. We studied the sources that QA systems used to retrieve the answers, and later applied a range of evaluation measures to mark the quality of answers. Through analysing the results obtained by asking the 150 questions in the QA systems MedQA, START, QuALiM and HONqa, it was possible to evaluate the systems' operation through applying specific metrics (MRR, FHS, TRR, Precision, Recall). Despite the limitations demonstrated by these systems, it has been confirmed that these four QA systems are valid and useful for obtaining definitional medical information in that they offer coherent and precise answers.
Available from: http://jis.sagepub.com/content/37/2/152.abstract

7. Tagler J. **Biomedical Publishing 101: An overview from the chicago collaborative**
The Serials Librarian 2011 [cited 2011 June 3];60(1&4):114-23
The session offered the opportunity to learn about the publishing cycle of biomedical journals, both print and digital. The challenges and opportunities posed by the migration from print to digital were addressed. The presenters explored the role of publishers in the scholarly communication process, and the goal was for attendees to gain knowledge of the various roles and responsibilities of different players in the scientific publishing chain.
Available from: http://www.informaworld.com/smpp/content~db=all~content=a936632355~frm=abslink

9. Flaherty MG, Luther ME. **A pilot study of health information resource use in rural public libraries in upstate new york**
Public Library Quarterly 2011 [cited 2011 May 27];30(2):117-31
Through telephone surveys and follow-up visits, we sought to answer the questions: In rural public libraries, what is the primary resource for health-related queries? Do reported practices match actual practices? Where do rural library staffs learn about health information? We found that 10 percent (average) of reference questions were health related. Depending on the criteria, 30-60 percent of the time, reported practice matched actual practice. For print resources, the average book provided from the reference collection was 15 years old; for nonfiction it was 9 years old. "Self-taught" and "library system" were most cited as resources for learning about health information.
Available from: http://www.informaworld.com/smpp/content~db=all~content=a938063191~frm=abslink

10. Haire M. **A national document supply co-operative between healthcare libraries in Ireland**
Interlending & Document Supply 2011 [cited 2011 May 23];39(2):72-5
Purpose – The purpose of this paper is to describe the development of a co-operative that facilitates interlending and document supply between health libraries in the Republic of Ireland. Design/methodology/approach – The development and expansion of the service are described from its origin in 1991. Findings – The paper finds that the co-operative has been a great success. Many documents could be supplied within the country, at a faster response rate and at a lower cost than by other methods. The number of journals in the scheme has increased from 1,009 to 7,283. Total number of article requests within the co-operative has risen to 19,293. Originality/value – This is the only article to give an up-to-date overview of an important national resource-sharing health co-operative in Ireland.
Available from: http://dx.doi.org/10.1108/02641611111138851

11. Beall J. **Internet scientific publications**
The Charleston Advisor 2011 [cited 2011 May 19);12(4)
This review critically analyzes Internet Science Publications, a one-man operation that falsely claims to be "one of the world's largest online medical publishers." The publisher's site is merely a deceptive endeavor aimed at making money, for it is replete with advertising on every page, including ads for an anti-aging tonic

the owner markets himself. Exploiting the author-pays model of Open Access publishing, Internet Science Publications charges authors upon acceptance of an article, essentially functioning as a scholarly vanity press. The analysis includes a look at libraries' policies of including records for this (and similar) publishers' e-serials in library online catalogs and questions the practice of promoting low-quality works vanity publishers make available.
Available from: http://charleston.publisher.ingentaconnect.com/content/charleston/chadv/2011/00000012/00000004/art00012

12. Harris A. **WHO: World Health Organization**
The Charleston Advisor 2011 [cited 2011 May 19);12(4)
The World Health Organization (WHO) is the directing and coordinating authority on international health within the United Nations' system. WHO's Web site is an Open Access database providing regularly updated information on the organization and global health issues. The site contains a well-organized database of information about WHO programs, the countries it serves, global health topics and concerns, and data and statistics in support of this information. This review gives an overview of the site's extensive features by exploring the individual topics listed on the main site menu and their subsequent links. Suggestions are made as to which sections are most appropriate for the casual user, global traveler, or in-depth researcher.
Available from: http://charleston.publisher.ingentaconnect.com/content/charleston/chadv/2011/00000012/00000004/art00016

13. Keneally C. **TaBaMLN keeps on ramblin': the evolution of the Tampa Bay Medical Library Network**
Journal of Interlibrary Loan,Document Delivery & Electronic Reserve 2011 [cited 2011 May 19);12(1 & 2):91-7
The Tampa Bay Medical Library Network, also known as TaBaMLN, has been an invaluable organization for central Florida medical librarians for over 35 years. The goals and activities of this group, as well as the membership, have changed and evolved over the years, but one thing remains: This consortium is an integral part of the medical library landscape for the Tampa Bay area and beyond and provides its members with resources, networking, and continuing education. This article addresses the evolution of this important group from 1975 to the present day.
Available from: http://www.informaworld.com/smpp/content~db=all~content=a936138246~frm=abslink

14. Xie B. **Older adults, e-health literacy, and collaborative learning: An experimental study**
Journal of the American Society for Information Science and Technology 2011 [cited 2011 May 19);62(5):933–46
The theory-driven Electronic Health Information for Life-Long Learners via Collaborative Learning (eHILLL-CL) intervention, developed and tested in public libraries, aims to improve older adults' e-health literacy. A total of 172 older adults participated in this study from August 2009 to June 2010. Significant differences were found from pretest to posttest in general computer/Web knowledge and skill gains and in e-health literacy ($p < 0.001$ in all cases; effect sizes: 0.5–2.1; statistical power: 1.00 even at the 0.01 level) and three attitude measures ($p < 0.05$) for both computer anxiety and attitudes toward the aging experience in physical change, and $p < 0.01$ for attitude toward the CL method; effect sizes: 0.2–0.3; statistical power: 0.4–0.8, at the 0.05 level). No significant difference was found in other variables. Participants were highly positive about the intervention and reported positive changes in health-related behavior and decision making. Group composition (based on gender, prior familiarity with peers, or prior computer experience) showed no significant impact on CL outcomes. These findings contribute to the CL and health literacy literatures and infer that CL can be a useful method for improving older adults' e-health literacy when using the specific strategies developed for this study, which suggests that social interdependence theory can be generalized beyond the younger population and formal educational settings.
Available from: http://onlinelibrary.wiley.com/doi/10.1002/asi.21507/abstract

Sex, Jogging and the iPad: Lost in distraction

Oliver Obst

Central Medical Library
University and Regional Library, Münster, Germany
Contact: obsto@uni-muenster.de

I have to confess. Seriously, I have to confess you about my working habits. My working habits are a great challenge for me (and my boss) because I am not working; instead *I am actually distracting myself from work. I notice these days that I can spend hours at my computer, in a cloud. A swampy blur of digital activity, smeared across various activities and media and software. Emailing, writing, tweeting, designing, browsing, taking calls, Skyping, Facebooking, RSS Feeding – all blurred into a single technological trance. I seem to switch randomly from one to the other* (1).
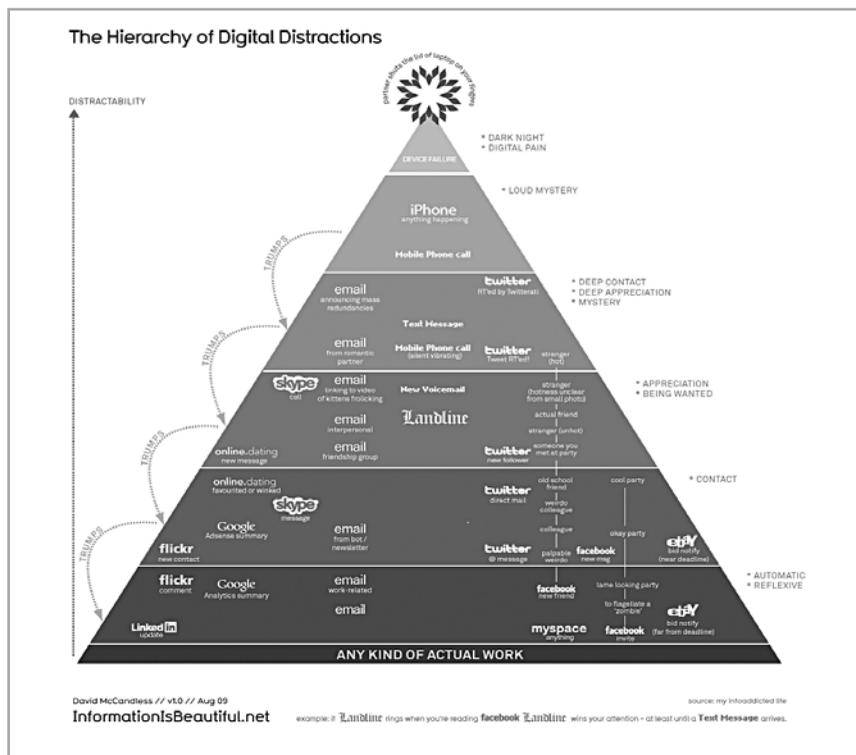
Fig. 1. *The Hierarchy of Digital Distractions.*

The Swiss physicist and philosopher Eduard Kaeser explains this habit with an example: "Multitasking. We are hardly in the Web; the temptation is stirring to do just not what you have to do. We are browsing, blogging, chatting, googling, texting, twittering as the persecuted. I saw it the other day, ironically, by writing this text. I did what tens of millions of desktop-workers do today. I googled for a small article about multitasking, thereby discovered three other relevant articles that interested me. While printing them, I checked my e-mails *en passant*, glanced at the website of the *New York Book Review* and got stuck on an essay by Amartya Sen on an entirely different issue. The running jazz program on the radio presented simultaneously an interesting Italian pianist, whom I liked so much, that I looked him up at iTunes, found various pieces of him, bought them immediately, downloaded them and burned them onto a CD. Rather than continue working on the article, I began to hear the music, not without telling me at the same time on the website of the pianist about his biography and discography. Before I knew it myself, my main attention was scattered on two or three adjacent lanes. I was not able to gain back my concentration on the original work. I call this *Cogitus interruptus*"(2).

McCandless hits the nail on the head: "This habit is fancy, addicted, devastating. I could not describe it better."

Is there a remedy for us hypersurf lunatics? Kaeser recommends two agents, unfortunately both not much appropriate in library settings: sex and jogging. But there is a third agent, even better: the iPad. And it's perfect for the office! I actually managed to read Kaeser's pretty long text in one piece without interruption and distractions on the iPad! That speaks well for the author but even more for the device. Due to the singularity of the applications and open windows, the iPad/iPhone (much like the printed book) creates an almost distraction-free interface, a space with a single focus (3).

In order not to get *lost in distraction*, I need a lot of motivation. The best motivation for me are deadlines. I would never finish this column without strong deadlines. As a friend of mine used to say: "You have to create constraints for yourself..."

References

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News from EAHIL

Letter from the President

 Peter Morgan

Medical Library
Cambridge University Library
Cambridge, UK
Contact: pbm2@cam.ac.uk

Dear Colleagues,

Since my last President's Letter the 2011 EAHIL Workshop at Koç University in Istanbul has taken place. We owe an enormous debt of gratitude to all those who made it happen - to those who gave papers, presented posters, and chaired sessions; to the members of the Local Organising Committee and the International Programme Committee; to all the staff of Koç University who worked hard in the background; to our sponsors; and above all to the committee chairs, Tuba Akbaytürk Çanak, Didar Bayir, and Güssün Güneş, for the expert leadership that co-ordinated all these elements into such a successful outcome.

Among those present were the six recipients of the 2011 EAHIL Scholarships, sponsored by Ebsco and selected by the Board. They were Isla Kuhn (UK), Jennifer Lopez (Switzerland), Paula Saraiva (Portugal), Malzorgata Sieradzka-Fleituch (Poland), Daiga Spila (Latvia), and Cristina Ungur (Romania). In addition, for the first time a JEAHIL Scholarship, awarded by the Journal Editors to the best paper published in 2010, was made jointly to Eleni Kalogeraki and Eirini Tsalapatani (Greece). At the Workshop Closing Ceremony a panel of assessors awarded prizes as follows: Best Oral Presentation: Leena Lodenius (Finland); Best Oral Presentation by a First-Time Attendee: Dale Storie (Canada); Best Poster: Federica Napolitani (Italy); and Best Poster by a First-Time Attendee: Kai Geschuhn (Germany). Congratulations to all!

Those of you who were able to attend will, I'm sure, have found the Workshop a stimulating and memorable experience in so many ways, and will have taken full advantage of the opportunities provided both by the official programme of papers, posters, and social events and - no less important - by the informal networking that is always such an important part of any meeting of this sort. In addition we were able to hold meetings of the Executive Board, the Council and the General Assembly (the latter being unusually well-attended for a Workshop), and I can now report on progress in several areas, including some of the topics anticipated in my previous letter.

The Board and Council have together reviewed the way in which the members of these two bodies communicate both with one another and with the membership at large. Up to now the Council's work has centred very largely on the discussions at its annual meetings, but it was agreed in Istanbul that Councillors should now undertake a more active and meaningful role throughout the year. This should help to improve communications throughout the Association and also, hopefully, stimulate more interest in future elections for Councillors.

Communication among members with shared interests is, of course, one of the primary reasons for the creation of a Special Interest Group (SIG). While they vary in size (the largest, the Public Health Information Group, has a very impressive total of more than 500 members signed up to its discussion list) and some groups are more active than others, the various reports they have submitted this summer indicate that almost all of them are providing a useful focus for specialist discussions.

There is, however, one exception - the Health Informatics SIG. The formation of this group was announced in 2010, when a discussion list was created www.mailtalk.ac.uk/archives/EAHIL-HI.html, but there has been virtually no uptake of membership so far, even though presentations on aspects of health informatics have regularly featured in our annual meetings. The Board have therefore decided to review this SIG's status and will consider abolishing the group unless members show an interest in joining it in the near future. If you feel it's important for this group to survive, I strongly urge you to register your interest with the convenor, Bruce Madge bruce.madge@uprightmri.co.uk as soon as possible.

The Board have also started to explore the possibility of a formal link with LIBER http://www.libereurope.eu/ (Ligue des Bibliothèques Européennes de Recherche, or Association of European Research Libraries.) As the names indicate, both LIBER and EAHIL operate within a European context and therefore have some obvious overlapping interests (and, coincidentally, both are legally constituted under Dutch law.) The two organisations also have significant differences - LIBER is an association of institutions and has no specific discipline-based focus, while EAHIL's membership is almost exclusively individual (many of whom will in practice be on the staff of institutions that are members of LIBER) and the subject of health information is our defining characteristic. While there is no suggestion that either organisation would lose its independence, there may be some opportunities to share in activities such as projects and training programmes, and both organisations' governing bodies are currently evaluating the arguments for and against establishing a memorandum of understanding.

The Istanbul meeting included detailed consideration of the question as to whether our EAHIL-L discussion list should be used by members to request Inter-Library Loans from one another. This is a practice that attracted some criticism a year ago, not only because some members were unhappy at the prospect of receiving an unwanted increased in email traffic, but also because of uncertainties regarding its legality across different European jurisdictions and the risk that the Association might become implicated in potential breaches of copyright or contract law. The Board have now formulated a policy statement on the subject, endorsed with minor modifications by Council, and all members will be asked to observe its guidelines once it is published. In essence it states that EAHIL-L is intended to focus on the discussion of professional issues, and that it should not be used for ILL requests. Instead, the guidelines recommend that instead individual members, when needing to obtain a document that is unavailable through standard ILL channels, may seek help via person-to-person emails.

One of the Board's regular tasks is to select the venues for our future conferences and workshops and to oversee the planning of these events. Our immediate attention now turns to the 2012 Conference, which will be held on 4-6 July in Brussels at the Université Catholique de Louvain (UCL) (http://sites.uclouvain.be/EAHIL2012/conference/). There is a special significance in the date and choice of venue, since 2012 will mark the 25th anniversary of EAHIL's first conference, held in Brussels in 1988, and the programme will reflect this landmark in our history. I'm particularly pleased that the Board has approved plans to mark the occasion by awarding two substantial research grants for projects proposed by members. The grants will be awarded competitively, and a detailed announcement is available elsewhere in this issue of the Journal.

Plans are also being prepared for the 2013 Workshop, which will be held in Stockholm on 12-14 June and will adopt an innovative format, and we have already received some enquiries from members interested in hosting the 2015 Workshop. However, at the time of writing we have not yet received a formal bid to host the 2014 Conference, and at the General Assembly in Istanbul I emphasised how important it is that we should be able to finalise the venue in the next few months. The planning process for a successful meeting typically takes a minimum of two years and is particularly demanding in the case of the biennial Conference, which is expected to be a more substantial event than

the alternating Workshops. While the Board can, if necessary, take the initiative in asking a group of members to take responsibility for hosting and organising a conference, it is always more satisfying if members take the lead in volunteering for this role. If you feel that this is a challenge to which you and your colleagues would like to respond, do take the opportunity to contact the Board informally and let us know of your interest. Any EAHIL members who wish to make a bid to host the 2014 Conference should be prepared to submit a formal proposal for the Board to consider at our next meeting, on 13-14 February 2012 in Milan.

Turning to recent events outside EAHIL, the Board's review of ILL practice on EAHIL-L, and our assessment of the potential risks of breaking copyright law across different jurisdictions, come at a time when renewed attention is being paid to copyright in an international context. In the UK, the British Government has just published its response to a review of intellectual property which it commissioned last year. The review report, "Digital Opportunity: a Review of Intellectual Property and Growth" (www.ipo.gov.uk/ipreview-finalreport.pdf) - more familiarly known as the Hargreaves Report after the review's chairman - was published in May 2011, and the Government's response, http://www.ipo.gov.uk/ipresponse.htm, was released in August. The focus is, naturally, on the needs of the UK, but the review also looks at the broader international picture with particular reference to the European aspects.

Information professionals and researchers have welcomed the review's recommendations. After a succession of earlier reports that were dominated by the interests of commercial digital rights owners, Hargreaves has acknowledged the case for information resources to be opened up. Three (numbers 3-5) of his ten recommendations relate explicitly to areas where copyright controls need to be relaxed, in some cases to bring UK law into line with the less restrictive requirements of European law. But for EAHIL the real significance of the Hargreaves recommendations lies in those areas where he calls for amendments to European copyright law. Recommendation 3 states: *The UK should support moves by the European Commission to establish a framework for cross border copyright licensing, with clear benefits to the UK as a major exporter of copyright works.* And Recommendation 5, *Limits to Copyright*, is of such far-reaching significance to us that it merits quotation in full: *Government should firmly resist over regulation of activities which do not prejudice the central objective of copyright, namely the provision of incentives to creators. Government should deliver copyright exceptions at national level to realise all the opportunities within the EU framework, including format shifting, parody, non-commercial research, and library archiving. The UK should also promote at EU level an exception to support text and data analytics. The UK should give a lead at EU level to develop a further copyright exception designed to build into the EU framework adaptability to new technologies. This would be designed to allow uses enabled by technology of works in ways which do not directly trade on the underlying creative and expressive purpose of the work. The Government should also legislate to ensure that these and other copyright exceptions are protected from override by contract.*

It is no exaggeration to say that many UK information professionals have been pleasantly surprised, first, to see this report endorse so fully many of the arguments that we have put forward over the years, and second, to learn that the UK Government has accepted all the recommendations in full and will initiate a consultation process this autumn before implementing them. Its implementation programme will clearly be directed in part towards advocating changes in European law, and there may be an opportunity for EAHIL to lobby in support of these changes when the time comes.

Report from the 3rd MeSH Special Interest Group Meeting, July 6th 2011, EAHIL Workshop, Istanbul, Turkey

Maurella Della Seta[1], GunBrit Knutssøn[2]

1. Documentation Service, Istituto Superiore di Sanitá, Rome, Italy
2. Karolinska Institute University Library, Stockholm
Contact: Gunbrit.Knutssoen@ki.se

The MeSH-SIG meeting of 2011 took place in the Violet Room B12 at the Koç University: 14 participated in the meeting coming from Brazil, Italy, The Netherlands, Norway, Romania, Sweden, Tunisia, Turkey and USA. The MeSH-SIG is an informal group with no strict program. For the time being we see our most important task as bringing together people working with MeSH and MeSH translation. If interested new participants will be added to the MeSH-SIG discussion list, on which everybody is welcome to bring up any MeSH related topic. At our two first meetings the majority of the participants were working or intended to start working with MeSH translation into national languages; this year the group had a more varied knowledge and interest of MeSH. The following topics were discussed at the meeting: MeSH exists in several applications as MeSH Database and MeSH Browser. The MeSH Browser was a new feature for many in the group. We performed searches on some MeSH terms and looked at what kind of information fields as Annotations, Entry Terms, Previous Indexing, History Note and Date of Entry give. The Browser can be of great help both in connection with indexing, searching and translation.
See MeSH Browser: http://www.nlm.nih.gov/mesh/MBrowser.html

We also briefly talked about the UMLS which gather all the MeSH translations and the BabelMesH. BabelMeSH gives Multilanguage search possibilities for Medline and PubMed. See BabelMeSH: http://babelmesh.nlm.nih.gov/
For more information on BabelMeSH see: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1839504/

At the meeting Turkish colleagues expressed interest in starting translating MeSH and wanted to gather information about how to start. Norway stressed the importance of building an inter-disciplinary group within the medical field for MeSH promotion, understanding and support before starting the translation. Understanding why and what a national MeSH can be used for is crucial for economical as well as intellectual support. Quality assurance of the translation is also of great importance; however, experts performing the proofreading should be aware that they assure translation of MeSH terms and are not building a new terminology. Scope Notes and information from the Annotation field in the MeSH Browser can be of great help. The MeSH Translation Maintenance System (MTMS) is a free software, created by the NLM to be used for translation. MTMS includes not only the MeSH terms but all Entry Terms; other language translations can be uploaded for support. The software makes transportation of translated terms to the UMLS easy. For a free version get in contact Stuart Nelson or Jacque-Lynne Schulman at the MeSH Section. For more information on the MTMS: http://www.nlm.nih.gov/mesh/mtms_medinfo_2004.html

It is possible to download MeSH for free to a local server. Some of us, like Brazil (BIREME) and Sweden (KIB), who started translation of MeSH more than 15 years ago do so. BIREME and KIB have developed local translation softwares and download the latest version of MeSH every year for update of the national MeSHes. For new MeSH translators we recommend the MTMS. For information on download see: http://www.nlm.nih.gov/mesh/filelist.html

Tunisia – a bilingual country speaking and teaching in both Arabic and French, stressed the importance of updating the national MeSHes. At the moment they only use the French MeSH, the Arabic version has not been updated in many years. Tunisia did also point out the importance of helping students and scientists to find correct keywords according to MeSH describing the content of their publications.

Before the meeting started, a conversation with colleagues from WHO, Switzerland and EMRO, Egypt who unfortunately could not participate in the MeSH-SIG meeting, took place. The lack of terms describing Public Health issues (among others) were pointed out and alternatives for influencing MeSH Section to implement new terms within the field were browsed. Suggesting new terms to be added in the MeSH thesaurus is a relevant task for the MeSH-SIG. There is a box for MeSH vocabulary suggestions on the MeSH Sections homepage. See http://www.nlm.nih.gov/mesh/ The MeSH Special Interest Group continues to prove it has an important role in supporting MeSH translations and promoting the MeSH vocabulary as a standard tool within medicine, both for indexing and information retrieval.

The Continuing Education Courses at the EAHIL Workshop 2011

Patricia Flor[1]

Güssün Güneş[2]

1. Telemark University College, Porsgrunn, Norway
   Contact: patricia.flor@hit.no
2. Koç University School of Nursing Library, Nişantaşı-İstanbul, Turkey

Attending continuing education courses at the start of EAHIL events has become a tradition and it was clear that this year was no exception. A total of 116 participants attended the 10 courses that were finally offered at the EAHIL Workshop in Istanbul, July 2011. The number of participants on each course was 4 to 24.

The courses covered a range of topics, including information retrieval, teaching,bibliometrics and the use of social media. The courses were selected from the submissions received after the call for papers. They were subjected to the same peer review procedure as the papers and posters.The CEC committee consisted of Güssün Güneş, Tuba Akbaytürk Çanak, Paul Murphy and Patricia Flor.

Evaluation
Unfortunately, the response to the evaluation form was rather patchy and lacking altogether for some of the courses so we do not have a true picture of the satisfaction of the participants. However, the responses received showed that 75 – 100% of the participants were satisfied or very satisfied with the course they attended.

Public Health Information Special Interest Group

Katri Larmo

Meilahti Campus Library Terkko
Helsinki, Finland
katri.larmo@helsinki.fi

First of all we would like to thank the Istanbul Workshop LOC and IPC for organizing a successful workshop in beautiful surroundings!

At the EAHIL 2011 Istanbul Workshop the Public Health Information Group had the following activities:

- Co-chair of group Tomas Allen working in the IPC of the Workshop;
- Four Public Health related CEC:s:
  Tips for the trainer of library courses by Tomas Allen and Jennifer Lopez (WHO, Switzerland);
  HINARI/internet resources for health information professionals: training the trainers by Lenny Rhine (USA) & Gaby Caro (Peru);
  HINARI user community forum by Hatem Nour El-Din H. Mohamed (Egypt) & Gaby Caro (Peru);
  Searching skills for finding the evidence by Mala Mann (UK);
- reports of activities to the Board and Council Meetings at 5 July Tuesday and 6 July Wednesday;
- PHIG Business Meeting 6 July Wednesday 12-13.

The minutes of the business meeting will be published on the group's homepage at PHIG's SlideShare account. The meeting gathered 12 participants from 10 different countries. Tomas Allen (WHO Switzerland) was the chair and Katri Larmo (Finland) was the secretary.

The meeting started with information about personnel and organizational changes at WHO and in WHO related projects, especially in the Global Health Library (GHL). Tomas mentioned that Dany Berluteau Tsouros, WHO EURO Regional Office library focal point has retired. Currently Patricia Søndergaard is the designated focal point for any library related contact with the EURO office. Indications are that a new person will be recruited and the library focal point position will be upgraded to a P2 professional post. At WHO HQ in Geneva, Maryvonne Grisetti, the technical officer responsible for distribution of WHO publications to libraries has also retired. The new contact is Marie-Pierre Austin (austinm@who.int)

GHL will be implemented in phases, such as continued work on the Institutional Repository for Information Sharing (IRIS). IRIS will provide WHO's information products in digital format from a single location (URL) with a multilingual interface. Its content will be freely accessible and searchable initially in the six official languages. Each

WHO region will update its own specific content, which will be then integrated to a single interface. The demo portal is accessible at http://extranet.who.int/iris/.

The Hot Topics part of GHL is on hold, due to economical reasons. Another development at WHO are the World Directory of Medical Libraries, Global Index Medicus (GIM), A federated search to the regional health literature databases. The meeting also raised a question of possibilities for co-operation for GHL and CABI's Global Health Database by Isobel (CABI) and Hatem (WHO-EMRO). The discussion will continued after the official meeting whether there is mutual areas of cooperation between GIM and CABI.

The meeting was very happy to have participants from HINARI. Gaby Caro (WHO Switzerland) emphasized that at the moment the main thing with HINARI is training and dissemination of information - which has been done also during this workshop.

Ivana Truccolo (Italy) reported about consumer health information issues. She has been marketing PHIG and consumer health information issues for her interest groups in Italy and also for representatives of European Cancer Patient Coalition. Ivana also informed the meeting about a patient information database for cancer patients in Italy, which is under construction.

One of the important issues raised at the meeting was the idea of PHIG to participate in the organizing of the possible EAHIL 2015 Workshop at Geneva. The theme of the workshop could be public health related – e.g. Europe and International Health. The meeting was very interested in this idea, but there were some considerations also. Geneva was considered as excellent city to host a workshop – good infrastructure for hosting a big event and also many interesting organizations situated in the city. The questions were that what kind of role more precisely PHIG would have and that if public health is highlighted too much, does that make the content of the workshop too limited for some EAHIL visitors. On the other hand it was stated that public health is a very broad concept which covers and overlaps many subjects. The discussion around this matter will continue.

The meeting finished with the proposal that the secretary of the group starts to send reminders for group members to add links to the PHIG's Delicious account, which was founded last year, so that it can develop further as a common source for interesting public health information related links. The group finished the meeting looking forward to meeting next year at Brussels.

News from the Pharmaceutical Information Group

Michelle Wake[1]   **Giovanna Miranda[2]**   **Neroli Harris[3]**

1) Pharm Info Group Co-Chair
   Contact: Michelle.Wake@pharmacy.ac.uk
2) Pharm Info Group Co-Chair
   Contact: Giovanna.Miranda@Sanofi-aventis.com
3) Pharm Info Group Secretary
   Contact: neroli.harris@pharmacy.ac.uk

Istanbul was a wonderfully vibrant city in which to host the 2011 EAHIL Workshop and the Koç University made us feel very welcome within its tranquil walls.

Since the last meeting of the Pharmaceutical Information Group held in Estoril, members were surveyed to ascertain their requirements and expectations of the Group. Feedback indicated a desire for the Group facilitating an awareness of open access publishing. To meet this need the Group invited Simon Neilson from BioMed Central to give a short presentation on open access in general and pharma journals in particular. It was an extremely informative talk which showed, amongst other things, the quite dramatic rise in accepted articles into open access pharma journals since 2010. The power point slides will soon be available from the Pharmaceutical Information Group website: http://www.eahil.net/pharmaceutical_information_group.htm#dir We would also like to thank BioMed Central for sponsoring our pre-lunch refreshments.

Other points raised by the survey and indeed reinforced at the meeting were the desire for sharing information and ideas and the general collaboration. The proposed ways to do this specific to an EAHIL conference or workshop were to have a Pharmaceutical Continuing Education course, a Pharmacy stream, with a call for papers as well as highlighting Pharma Info Group members who are presenting.

All this enthusiasm was terrific on the day and in the hope that we can keep the conversations and ideas flowing we are supplementing our web presence and email address with a Twitter account. Details will be emailed to the EAHIL lists, posted on our website and of course tweeted from the rooftops.

We look forward to seeing you all in Brussels and, in the meantime, to receiving your ideas for future events and meetings.

25th Anniversary of the founding of EAHIL
Announcement of the EAHIL research project grants

Invitation to submit proposals

Objectives: Research projects should be strongly related to activities and aims of EAHIL and they should increase and complete the competences of the applicants and be of benefit of his/her institution and to EAHIL.

Recipients: Projects can be submitted by EAHIL individual members with the acknowledgement of his/her employer, if necessary. The employer, if any, has to guarantee the activities of the recipient for the scholarship of whom he/she will receive the grant. In any case the grant will be paid semi-annually upon presentation of a satisfactory progress report.

Topics: The themes of the projects could include:
- the use of Web 2.0 tools to create a network in the Health Sciences community;
- patient and caregiver tools for navigating Health Information resources; one of the languages used has to be English;
- the criteria for the design and creation of a platform for distance learning;
- the building and management of open archives for Health Information.

Projects duration: 2 years maximum. At the end of the first year the assignee will present a detailed report about project progress to be in the condition to receive the grant for the second year.

Resources: 2 annual grants of 10.000 euro each one renewable for one more year if the project's responsible person will produce a motivated request and submit a reliable and satisfactory progress report.

Projects application: The application must follow the headings listed in the next page and be sent to: http://www.formdesk.com/eahil/GRANT2012

Projects evaluation will be made by a committee consisting of five experts in librarianship sciences external to EAHIL Board: Ulrich Korwitz (Korwitz@zbmed.de), Franco Toni (ftoni@iss.it), Alison Brettle (a.brettle@salford.ac.uk), Chiara Bassi (c.bassi@ausl.mo.it), Jarmila Potomkova (potomkov@tunw.upol.cz).

Requisites: If the project is not for EAHIL direct use, the institution benefitting from the project will officially mention EAHIL's contribution to its creation.

Exclusion: The institutions in which EAHIL Board members and Evaluation committee members are active are not allowed to participate.

Projects presentation procedures: Projects, drawn up using attached application forms, should be sent by 15 February 2012 to the EAHIL Board at Formdesk. The Treasurer will acknowledge their receipt. The winners will be informed via e-mail and the announcement of the winners will be during the 25th EAHIL Conference in Brussels.

25th Anniversary of EAHIL foundation
EAHIL research projects grant

Application form

Project Title

Project manager

Institution and its director

Area of interest and scientific reasons that support project

Scientific evidence of the innovation

Internal partners (if any)

External partners (if any)

Location where the project is to be conducted

Project description (activities, timelines and proposed outcome)
(not more than 2 pages long)

Dissemination of project results (i.e. Articles for JEAHIL, presentation at EAHIL events...)

Grant recipient's role and present activities (Curriculum vitae)

News from MLA

Medical Library Association report for EAHIL

Bruce Madge

MLA representative to EAHIL
London Upright MRI Center, London, UK
Contact: Bruce.Madge@uprightmri.co.uk

MLA'11 a great success.
My last column was asking you to register for MLA '11, *Rethink*, in Minneapolis which ran between May 13–18, 2011. The conference was a great success and all of the events, social and otherwise, were well attended. Minneapolis itself was a very exciting city and the weather during the conference was superb. The keynotes were all excellent, Clay Shirky gave an interesting presentation on collaboration using the Internet, T. Scott Plutchak gave one of the best John Doe lectures I have heard in recent years and told us that we were in the golden era of librarianship (as opposed to libraries). Dr Peter Hotez spoke about the neglected tropical diseases, which for me personally, was of huge interest as my first library job was at the London School of Hygiene and Tropical Medicine. The final speaker Geoffrey Bilder, director of strategic initiatives at *CrossRef*, spoke eloquently and humorously about the future of scholarly communication.

The new, improved online meeting content library is open for meeting attendees and and e-Conference registrants (individual or institution). Visit the **MLA '11 website** for the viewing schedule, registration options, and to log in.

I hope that many of you will consider coming to the next MLA Conference in the beautiful city of Seattle.
Entitled "Growing Opportunities: Changing our Game, I am sure it will be well worth attending.

Of interest to EAHIL members is the news about the **Cunningham Memorial International Grants** Instead of the traditional Cunningham Memorial International Fellowship, for 2013 only, grants of up to $2,000 are being awarded for medical librarians outside of the United States and Canada to attend the combined MLA '13, 11th International Congress on Medical Librarianship (ICML), 7th International Conference of Animal Health Information Specialists (ICAHIS), and 6th International Clinical Librarian Conference (ICLC) May 2013 meeting in Boston, MA. These grants are supported in part by the 11th ICML. A grant application form for use only during this grant cycle is available at www.mlanet.org/awards/grants/. For questions, contact Lydia Collins, Cunningham jury chair, at lydia@udel.edu.

ICML/ICAHIS/ICLC Call for Papers and Posters
May 3-8, 2013 are the dates for the federated international meeting, *One Health: Information in an Interdependent World*, incorporating the 11th International Congress on Medical Librarianship (ICML), the 7th International Conference of Animal Health information Specialists (ICAHIS), and the 6th International Clinical Librarian Conference (ICLC) to be held in Boston, MA with the 2013 Annual Meeting and Exhibition of the Medical Library Association (MLA). Structured abstracts for contributed papers and submissions for posters may be submitted electronically beginning November 2011. The deadline for submissions is **May 1, 2012.** Watch for submission instructions on MLANET available in Fall 2011.

Other awards currently available from MLA are as follows:

Hospital Libraries Section/MLA Professional Development Grant

Sponsored by the Hospital Libraries Section (HLS), the HLS/MLA Professional Development Grant provides up to $800 to support a librarian working in a hospital or similar clinical setting for educational or research activities. Up to 2 grants are given per year. For questions, contact Steven Douglas, AHIP, HLS/MLA Professional Development Grant Jury chair, at sdouglas@hshsl.umaryland.edu.

David A. Kronick Traveling Fellowship

The David A. Kronick Traveling Fellowship provides $2,000 to an experienced librarian to support travel and research promoting excellence in health sciences librarianship. The award covers expenses for traveling to 3 or more medical libraries in the United States or Canada for the purpose of studying a specific aspect of health information management. Contact Patricia M. Weiss, Kronick jury chair, at pwf@pitt.edu with any questions.

Donald A. B. Lindberg Research Fellowship
Application deadline is November 15

The Donald A. B. Lindberg Research Fellowship funds research aimed at expanding the research knowledgebase, linking the information services provided by librarians to improved health care and advances in biomedical research. The endowment will provide a $10,000 grant, awarded by MLA through a competitive grant process, to a qualified health sciences librarian, informatician, health professional, researcher, educator, or health administrator. Research in alignment with the MLA research agenda's top ranked research questions is preferred over other areas of research, and information about the research agenda is located at www.mlanet.org/research/agenda_2008.html. For questions, contact Brian P. Bunnett, AHIP, Lindberg Research Fellowship jury chair, at bbunnett@salud.unm.edu.

Medical Informatics Section/MLA Career Development Grant

The Medical Informatics Section (MIS)/MLA Career Development Grant provides 1 recipient with an award of $1,500 to support a career development activity that contributes to advancement in the field of medical informatics. Applicants must have a master's of library science (MLS) or equivalent degree, and it is preferred the applicant is a member of MIS. Contact Jury Chair Ruicha Mishra, AHIP, at ruicha.mishra@exch.library.tmc.edu for additional information or with questions.

MLA Research, Development, and Demonstration Project Grant

The MLA Research, Development, and Demonstration Project Grant is awarded annually to support projects that will promote excellence in the field of health sciences librarianship and information sciences. Grants will not be given to support an activity that is operational in nature or has only local usefulness. Grants range up to $1,000, and more than 1 grant may be awarded in a year. For questions, contact Ellie Bushhousen, AHIP, jury chair, at ellieb@ufl.edu.

MLA Scholarship

The MLA Scholarship provides up to $5,000 to a student who shows excellence in scholarship and potential for accomplishment in health sciences librarianship. Applicants must be citizens of or have permanent residence in either the United States or Canada. For questions, contact Dottie M. Hawthorne, AHIP, jury chair, at hawthorne.dottie@mayo.edu.

MLA Scholarship for Minority Students

The MLA Scholarship for Minority Students awards a scholarship of up to $5,000 to a minority student in a master's program at an American Library Association–accredited library school or has yet to finish at least one half of the program's requirements in the year following the granting of the scholarship. African American, Hispanic, Asian American, Native American, or Pacific Islander American individuals who wish to study health sciences librarianship are eligible. For questions, contact Latrina Keith, jury chair, at lkeith@nyam.org.

Thomson/MLA Reuters Doctoral Fellowship

Thomson Reuters sponsors a fellowship in the amount of $2,000 to foster and encourage superior students to conduct doctoral work in an area of health sciences librarianship or information sciences and to provide support to individuals

who have been admitted to doctoral candidacy. The award supports research or travel applicable to the candidate's study within a 12-month period. The award may not be used for tuition. For questions, contact Gail Y. Hendler, jury chair, at gail.handler@tufts.edu.

Continuing Education

MLA eLearning Opportunity: Shifting Skills Webcast
If you missed MLA's „Shifting Skills to Navigate the Changing Horizon: Finding Our Way in New Biomedical Research and Health Care Environments," you can now purchase the program through the **MLANET Online Store**.

If you missed MLA's „ABCs of E-books: Strategies for the Medical Library," you can now purchase the program on DVD through the **MLANET Online Store**.

MLA's **Online Boot Camp** for New Health Sciences Librarians

Publications
MLA News is **seeking a new editor**. **Read more details**, including a list of responsibilities, and apply, or contact **Elizabeth Lund** with questions.

The **August issue** of the *MLA News* is now online.

The July 2011 issue of the *Journal of the Medical Library Association* is now online at **PubMed Central**.

Report from IFLA 2011

Ioana Robu

Cluj Medical Library
Representative of EAHIL to IFLA
Contact: irobu@umfcluj.ro

The 77th IFLA Congress benefited from the superb Caribbean setting of San Juan, Puerto Rico, established in 1521 by Spanish colonists, the second oldest European established city in the Americas after Santo Domingo. The conference hub was the state of the art Convention center, the largest in Latin America. *Libraries beyond libraries: Integration, Innovation and Information for all* was the generous theme which brought together 400 speakers in the 218 sessions, 165 posters, 82 exhibitors and thousands of librarians and information specialists from all over the world. To say that the week between 11–18 August was busy would be an understatement.

I had participated in IFLA Conferences before, though not recently, but this year was the first time as a member of the Standing Committee of the Health and Biosciences Libraries Section (HBLS), which includes 15 members, 8 from Europe. Brian Galvin from the Health Research Board, Dublin, has been elected the new chair of the SC, while Judy Consales, Director of the UCLA Louise M. Darling Biomedical Library is secretary and treasurer. The HBLS had two major events within the conference, the first was a satellite meeting entitled *Developing Health Science Librarians Expertise: From graduate school curriculum, to post-graduate training, and to professional development offered by employing libraries*, which was held at the School of Medicine, University of Puerto Rico on Friday, the 12th of August. I unfortunately missed it because I only arrived the next day, having booked the flights very early, before the entire programme was defined. I'll know better in the future! The second event was Session 162, scheduled on the morning of Wednesday 17th August, with the theme: Beyond barriers to accessing health information. *After an excellent keynote speech* by Dr**.** Juan Carlos Diaz Rico (WHO / Pan-American Health Organization, Washington D.C., USA), delivered in Spanish (the session had simultaneous translation), the session included 8 presentations, with many varied and interesting approaches of the theme. Our paper *Library access for the disabled in Romania*, presented by Sally Wood-Lamont and myself was the only one on physical barriers and the last in the programme, which proved to be a good thing, as it received quite a few comments and was apparently well received.

IFLA conferences are different from EAHIL or even MLA, not only because of size but especially because of the perspective. As it is more difficult to focus on narrower subjects, one is compelled to look around and grasp the full dimension of our profession and, to my experience at least, this proved to be extremely enriching. Add to all this the exquisite flavours of Caribbean food served at the buoyant Cultural Evening, sampled between mojitos, pina coladas and salsa dancing, and you get a perfect conference… which could even keep you away from the beaches!

Publications and new products

Giovanna F. Miranda

Scientific Information & Library Services
Sanofi-Aventis, Milan, Italy
Contact: giovanna.miranda@sanofi-aventis.com

Dear Colleagues,

Some news on e-books.

A survey on e-book usage among chemists, biochemists and biologists of the Indiana University, Bloomington (USA) shows that when asked for the most important reasons to use e-books, 68% of the respondents stated that they are available on the desktop 24/7, portable (9%), and availability on e-book readers (5%). Asking what hinders them most in their use, 33% of the respondents indicated that e-books were difficult to read on a screen and 22% that they were difficult to find. As far as the format of e-books was concerned, 92% of the respondents preferred PDF format, and 12% HTML format. Eight percent of the participants preferred e-books on e-book readers and 5% preferred mobile devices (Y. Zhang, R. Beckman. *Science and Technology Librarianship*, Spring 2011).

On June 20, 2011, the British Library and Google announced a partnership to digitize 250,000 out-of-copyright books from the Library's collections. Opening up access to one of the greatest collections of books in the world, this demonstrates the Library's commitment, as stated in its 2020 Vision, to increase access to anyone who wants to do research. Selected by the British Library and digitized by Google, both organizations will work in partnership over the coming years to deliver this content free through Google Books and the British Library's website. Google will cover all digitization costs.
(http://pressandpolicy.bl.uk/Press-Releases)

Giovanna F. Miranda

Journal issues

Since the Journal of June 2011, the following issue of *Health Information and Libraries Journal* has been received:

Volume 28 Issue 2

Grant MJ. Evidence based library and information practice. Editorial p. 91-92

Brennan N, Mattick K, Ellis T. The map of medicine: a review of evidence for its impact on healthcare. p. 93-100. The objective of this study was to review the evidence for the impact of the Map of Medicine, an evidence-based online clinical knowledge resource, on clinical practice.

Turner A, Kabashi A, Guthrie H, Burket R, Turner P. Use and value of information sources by parents of child psychiatric patients. p. 101-109.
The goal of this study was to explore the sources of information used by parents of child psychiatric patients and to determine whether they had access to highly valued sources of information.

SteelA, Adams J. The application and value of information sources in clinical practice: an examination of the perspective of naturopaths. p. 110-118.

This paper provides an insight into naturopaths' perceptions of the application and value of information sources.

Cullen R, Clark M, Esson R. Evidence-based information-seeking skills of junior doctors entering the workforce: an evaluation of the impact of information literacy training during pre-clinical years. p. 119-129.

The objectives of this study were to investigate whether information literacy training by librarians, during the first clinical year of training, would enhance searching skills, support evidence-based practice and facilitate lifelong learning.

Hopkins ME, Summers-Ables JE, Clifton SC, Coffman MA. Website creation and resource management: developing collaborative strategies for asynchronous interaction with library users. p. 130-136.

A project to make electronic resources available to library users while effectively harnessing intellectual capital within the library.

Garlaschelli R. Medicine and literature: a section in a medical university library. p. 137-142.

This article summarizes the results of the introduction of a "literature section" in the library and evaluates its economic sustainability.

Books review

E-books in academic libraries. Ed. K. Mincic-Obradovic. Chandos Publishing, Oxford, 2011; ISBN 978-1-84334-586-2, $75.00, 224 p.

This book gives a brief history of the e-book, including advantages and disadvantages. Moreover it offers an overview on: pricing models; copyright and digital rights management (DRM); the marketing and promotion; the bibliographic records, interlibrary loan and preservation.

The accidental health sciences librarian. Ed. Lisa A. Ennis and Nicole Mitchell. Information Today, Inc., Medford. NJ, 2010; ISBN 978-1-57387-395-6, $29.50, 232 p.

This book offer guidance on a wide range of critical resources, tools, and functions, covering essential topics such as HIPAA and MeSH and sharing a wealth of expert tips and advice. Based in part on an online survey with over 300 respondents, the book's four appendices feature the survey questionnaire, selected survey responses, a round up of key health sciences library associations, and a recommended reading list. In addition, the book includes a glossary, an index, and a list of all websites mentioned in the book.

Conflicts of interest and the future of medicine: The United States, France, and Japan. Ed. M. A. Rodwin, Oxford University Press, 2011, New York, NY; ISBN-13: 978-0-19-975548-6; $29.95; 375 p.

The book examines the development of the conflicts of interest in the US, France, and Japan. It shows the national differences in the organization of medical practice and analyzes the strategies that each nation employs to cope with them.

Papers review

E-book usage among chemists, biochemists and biologists: findings of a survey and interviews.
Y. Zhang, R. Beckman. Science and Technology Librarianship, Spring 2011.
http://www.istl.org/11-spring/article2.html

The development of open access journal publishing from 1993 to 2009.
M. Laakso et al. PLoS ONE, 2011; 6 (6):e20961.

The calculation of the single publication h index and related performance measures: a web application based on Google Scholar data.
A. Tor, L. Bornmann. Online Information Review, 2011;35:291.

The case for embedded hospital librarianship.
C. Kenefick. Journal of Hospital Librarianship, 2011;11:195.

New journals

GigaScience, a new journal launched by BioMed Central and BGI. *GigaScience,* edited by Dr Laurie Goodman, publishes research relating to biological 'big-data' studies, whilst promoting an integrated database to enable rapid release and permanency of data and providing a forum for dealing with the difficulties of handling such large-scale data.
http://www.biomedcentral.com/info/update

News

The Copyright Licensing Agency (CLA) has launched a multinational licence. The licence will allow professionals to share copyright-protected content globally while respecting the intellectual property rights of authors, publishers and visual creators.
IWR News Desk**,** Information world review 27/05/2011
http://www.iwr.co.uk/stm-and-legal/3010964/CLA-launches-multinational-copyright-licence

Library copyright alliance statement on copyright reform. A renewed interest in legislative solutions to a variety of copyright issues affecting libraries, including those implicating the mass digitization of books, the use of orphan works, and preservation. The Library Copyright Alliance, comprising the American Library Association (ALA), the Association of College and Research Libraries (ACRL) and the Association of Research Libraries (ARL), has several general comments on possible efforts to address these issues via legislation.
http://www.arl.org/bm~doc/lca_copyrightreformstatement_16may11.pdf

Information sources... web based

Web application to calculate the single publication *h* index (and further metrics) based on Google Scholar
http://labs.dbs.uni-leipzig.de/gsh/

Medicalmnemonics. A free, non-profit, online searchable database of medical mnemonics to help remember the important details.
http://www.medicalmnemonics.com/

NDDIK Image Library. The National Institute of Diabetes and Digestive and Kidney Diseases (NIDDIK) Image Library is a searchable database of original full-colour and black-and-white illustrations produced by the NIDDK Information Clearinghouses that are available copyright free to the public. The Library makes available anatomical and medical, instructional, and lifestyle and activity illustrations presented in high, medium, and low resolutions.
http://catalog.niddk.nih.gov/ImageLibrary/

News from publishers

BioMedCentral. The majority of BioMed Central journals increased their Impact Factors in the latest Journal Citation Report. 21 journals also received Impact Factors for the first time, bringing the total number of journals with Impact Factors to 101.
http://www.biomedcentral.com/info/update

EBSCO Publishing and **The H.W. Wilson Company** have merged. The Wilson controlled vocabularies will be integrated into EBSCO's controlled vocabularies, resulting in improved subject indexing for EBSCO databases. The EBSCO**host**® platform will be enhanced to take advantage of this indexing in its search and relevancy ranking algorithms.
http://www.hwwilson.com/news/newsPressDetails.cfm?pressID=161

Forthcoming events

26-28 September 2011, Berlin, Germany
International Conference on Theory and Practice of Digital Libraries 2011
For further information: http://www.tpdl2011.org/

5-7 October 2011, The Hague, The Netherlands
3rd LIBER-EBLIDA Workshop on Digitization of Library Material in Europe
For further information: http://indico.eblida.org/conferenceDisplay.py?confId=22

12-16 October 2011, Frankfurt, Germany
Frankfurt Book Fair 2011
For further information: http://www.buchmesse.de/en/fbf/

17-19 October 2011, Monterey, CA
Internet Librarian 2011
For further information: http://www.infotoday.com/il2011/

27-28 October 2011, London, UK
Internet Librarian International 2011
For further information: http://www.internet-librarian.com/2011/

2-3 November 2011. (The conference will be held online)
Worldwide Library 2.011 conference
The conference will be held online and will be free to attend.
For further information: http://www.stevehargadon.com/2011/07/worldwide-library-2011-conference-call.html

14-16 November 2011, Mestre, Venice, Italy
PharmaBioMed
For further information: www.pharma-bio-med.com

28- 30 November 2011, Hamburg, Germany
SWIB11
Semantic Web in Libraries
For further information: http://swib.org/swib11/index_e.html

29 November- 1 December, London, UK
Online Information 2011
For further information: http://www.online-information.co.uk/

Giovanna F. Miranda

Colophon

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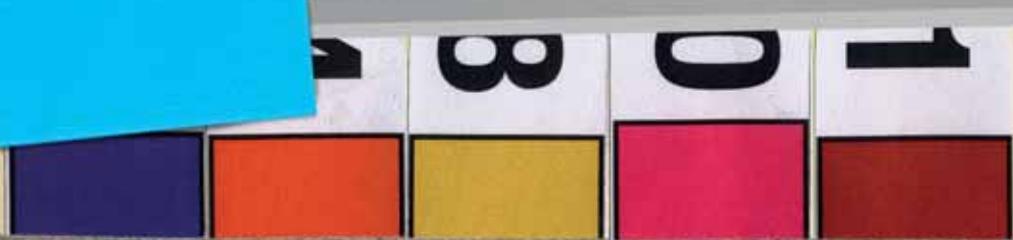## From cardiovascular medicine to rheumatology

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