

Journal of EAHIL

Memories from the Stockholm Workshop

*Trends for the future – creating
strategies to meet challenges*

12-14 June 2013

**14th EAHIL Conference, Rome, Italy
11 - 13 June 2014**

*Divided we fall, united we inform: building
alliances for a new European cooperation*

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Contents

Editorial

Letter from the Assistant Editor - *F. Napolitani Cheyne* 2

EAHIL Workshop 2013, Stockholm

Keynote speech: Trends analysis: an evidence-based approach
J. Eldredge 4

On the makings of the EAHIL Workshop 2013 Stockholm, Sweden
D. Herron 10

**Mental gymnastics – The Opinionator Triangle method
for the EAHIL 2013 Workshop**
T. Akbayturk, M. Dozier, W. Kozakiewicz, T. Ovaska, M. Wake 14

Appreciative Inquiry at EAHIL 2013
L. Strandberg, M. Raynor 18

Great presentations – improving conference presentation skills
K. Byström, M. Schulz 21

Use of the *fishbowl* method for a discussion with a large group
P. Flor, A. De Meulemeester, T. Allen, K. Isaksson 24

Support work on the electronic environment
T. Heino 26

The Vår Gård Hotel Bakery

F. Napolitani Cheyne 31

First-timers reception

C. Aberg 31

The Gala Dinner

I. Robu 32

Impressions from the Stockholm Workshop

*I. Taylor, I. Bang, M. Metzendorf, M. Still, I. Znotina, L. Muñoz-Gonzalez,
L. Sööt* 33

Internet Page

Take a look!
B. Thirion 41

Emerging challenges

A kingdom for a strategy
O. Obst 43

News from EAHIL

Letter from the President
M. Dozier 45

MeSH-related activities – the MeSH Special Interest Group 2012-2013
G. Knutsson, M. della Seta 47

European Library Quality Standards for Health: ELiQSR
J. Harrison 48

**Working in the health information profession: perspectives, experiences
and trends. Project WHIPPET: an EAHIL 25th Anniversary Project**
B. Sen, R. Villa, E. Chapman 49

Publications and new products

G. F. Miranda 51

Forthcoming events

G. F. Miranda 54

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Waves of innovation



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Hello Everyone,

When Sally asked me to write an Editorial for this issue of *JEAHIL*, I accepted with great pleasure since this assignment gives me the opportunity to talk about an event which I found truly innovative.

Innovation is simply a new solution which can be reused, replicated and improved in the future and which implies a certain amount of disruption with the past. The recent EAHIL Workshop, held in Stockholm (Sweden) on June 12-14, certainly constituted a novelty in the history of EAHIL. It partly responded to the need to better diversify the format of EAHIL conferences and workshops, held alternatively every two years. A workshop, as the name itself suggests, is a more genuinely practical event, based on “hands-on” learning solutions where participants can share their experiences and can easily discuss on their own problems and raise their many questions.

No traditional oral or poster presentations, no awards were presented at this Workshop (which caused, at least at the beginning, a bit of concern for the preparation of this issue of the journal). The whole idea of the organizers was to create a general collaborative atmosphere capable of making the sharing of knowledge handy, enjoyable, fruitful and, above all, useful for each single attendee (*Cui prodest* is an asset in any innovation process). This was done through the use of many new discussion and presentation methods, such as the knowledge café, the deep dive, the “one-minute-madness”, the walk and talk, the fish bowl, and other techniques, which required, I am sure, a lot of forward preparation. Facilitators, table hosts and note takers helped attendees to make the best of each different learning technique, and the attendees themselves played a central role.

A workshop called “Trends for the future. Creating strategies to meet challenges” could not be organized other than in an innovative manner, in accordance with the new learning and teaching trends and with the recent developments in knowledge management and mobile communication technologies. The local organizing committee (LOC) report published in this issue (*On the makings of the EAHIL Workshop 2013 Stockholm, Sweden* by David Herron on behalf of the LOC) fully describes the background, the aim and the design of the Stockholm Workshop. This detailed report could be used as a benchmark for future EAHIL workshops and for similar events in other fields of interest. In particular, the *Opinionator Triangle Method* is described in another paper by Tuba Akbayturk *et al.* and the *Fishbowl method* by Patricia Flor *et al.* Congratulations to all of them!

Jonathan Eldridge, the distinguished invited speaker from the University of New Mexico, opened the Workshop with an interactive session, building enthusiasm among the participants. He has a passion for surfing and during his opening address we were all asked to stand and raise our hands to physically touch



Fig. 1. Oliver, Federica, Manuela, Michelle, Petra – JEAHIL Editorial Board meeting in Stockholm

the symbolic waves of trends (blue ribbons) passing upon our heads. I found this metaphor inspiring and something important to take home. Waves that like a tsunami redefine librarianship, leading it to a new era. Waves of innovation that we can all run, we just have to wait patiently, choose the suitable wave and then quickly stand on the surfing board and run with it. He very kindly agreed to present a contribution for this issue of *JEAHIL* titled *Trends Analysis: An Evidence-Based Approach*. Thank you Jonathan for your surfing lesson!

At the *JEAHIL* Editorial Board meeting, held during the Workshop, we were five this time: Oliver Obst, Petra Wallegren Björk, Manuela Schultz, Michelle Wake and myself. Many interesting things were discussed for the future of the Journal and the themes for future issues were identified (see below). Choose your favourite theme and start writing a paper to submit!

2013 ISSUE	THEME	DEADLINE
December 2013	Outreach: go to customer!	5 th November
March 2014	No theme issue	5 th February
June 2014	Research support and scientific communication	5 th May
September 2014	Memories from Rome EAHIL Conference	5 th August
December 2014	The librarian of the future: education, skills, expectations	5 th November

In the pages of this issue you will also find a paper on the WHIPPET project which won the EAHIL 25th Anniversary Grant Funding award in 2012 *Working in the Health Information Profession: Perspectives, Experiences and Trends* by Barbara Sen, Robert Villa and Elizabeth Chapman, and various memories, reports from first-timers and scholarships recipients, photographs and impressions from the Workshop, reports from the Special Interest Groups, a Letter from the President of EAHIL Marshall Dozier, the usual columns of the journal and a flyer of the next EAHIL Conference which will be held in Rome next year (start packing!).

Finally, along with Sally, we would like to thank all the members of the Editorial Board who helped us in gathering the contributions for this issue of *JEAHIL*, in particular Petra and Oliver. We couldn't have done it without their help.

We hope you'll find this issue interesting: a good memory for those who were in Stockholm and an inspiring *wave of innovation* for all the others.

Trends analysis: an evidence-based approach

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We are gathered together in Sweden for the 2013 EAHIL Workshop on social trends affecting health sciences libraries. Last year I was asked to write a chapter on emerging trends in our field for the newest edition of the textbook *Health Sciences Librarianship* (1). Remarkably, the trends that my co-author and I identified are almost identical to the trends identified by the Karolinska Institute University Library management team prior to the EAHIL Workshop (2). Our processes on each side of the Atlantic Ocean were separate and unbeknown to one another. This synchronicity from afar suggests an additional layer of validation of the trends we will be discussing here at EAHIL 2013. At the very least, we can note the potential universality of certain themes.

Trends can be as scary and huge as tsunami as they loom on our horizon. Some trends, however, can be far more nuanced yet equally powerful like the tides rising and falling twice a day in the inlets here around the Vår Gård conference center. We must take note of and respect social trends, whether they arrive in dramatic tsunami or in more subtle tidal forms. We need not fear trends. Rather, we need to learn their ways. Just like the mariners who ply their trades or navigate for leisure in the waterways around this conference center, we need to harness trends for the benefit of health sciences librarianship.

By “trend” I mean that groups of people in society are moving in a general direction, as expressed by either their aspirations or their actions. Health sciences librarians need to be pro-active leaders who are skilled in detecting trends that affect the profession, envision roles for librarians within those trends, and seize opportunities related to those trends in a timely fashion. Health sciences librarians today enjoy many exciting professional roles because their colleagues during earlier eras were able to leverage emerging trends effectively. This keynote offers an evidence-based approach to identifying trends currently influencing health sciences librarianship coupled with some

experience-based tips on how we can manage these trends.

Evidence-Based Practice (EBP) “...refers to a sequential process employed by professionals to reach informed decisions. EBP offers a process for reconciling the need to make sound decisions with the exponential growth of applied research-based knowledge (3).” Many professions both inside and outside the health sciences subscribe to an EBP approach to decision making. Health professionals tend to be some of EBP’s strongest adherents. All forms of EBP seem to share two core elements: (a) a sequential process that leads to a decision; and, (b) the recognition that *not all* evidence gathered for making that decision will be equally valid or appropriate. All forms of EBP seem to rely heavily upon authoritative information as the basis for most evidence.

Evidence Based Library and Information Practice (EBLIP) represents our profession’s version of EBP. In the December 2012 issue of *EBLIP* journal, I refined the definition of EBLIP in this way:

EBLIP provides a sequential, structured process for integrating the best available evidence into making important decisions. The practitioner applies this decision-making process by using the best available evidence while informed by a pragmatic perspective developed from working in the field, critical thinking skills, an awareness of different research designs, and modulated by knowledge of the affected user population’s values or preferences (4).

Before we immerse ourselves fully in the subject of trends analysis I want to make an important distinction between trends and futuristic forecasts. It seems that we are inundated daily by the obsessive coverage by the mass media of future forecasts. Importantly, I want to clearly distinguish trends from the radically different futuristic forecasts that permeate the modern media (5).

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I do not seek to predict the future of health sciences librarianship. In short, I did not bring a crystal ball with me to Sweden. Futurists admittedly might forecast events far in advance based upon one or contemporary trends (6, 7). But futurists also are engaging in educated guesses about the distant future (8). The future has a tendency to bring volatile changes or barely discernible movements that few could have ever foretold based on current developments.

In our own profession, FW Lancaster predicted that by 1985 libraries would be working with largely paperless systems with the elimination of paper soon to follow (9, 10). Lancaster's futuristic vision took 40 years to reach some resemblance of his prediction, although for many years librarians mis-calibrated their planning efforts prematurely based on the timeline of Lancaster's predictions. For example, I incorrectly interpreted Lancaster's ideas during 1986 by initiating an electronic journals service long before many of the technical details had been resolved and too soon, psychologically-speaking, for my user population. Booth and Brice have drolly noted that, "Prediction is difficult, especially the future (11)." The book *Megamistakes* describes in sobering detail the pitiful record of futurists to predict the future (12).

In contrast to the futurists, I pursue the more modest goal of discerning those few present trends that will continue to influence health sciences librarianship in the foreseeable future. There are hundreds of trends unfolding in the world today that are not covered in this talk because they likely will have only a minor or peripheral bearing on health sciences librarianship. In contrast, our identified trends likely will have an impact on health sciences librarianship for at least the coming decade. These trends are still in highly formative states with limited certainty about their shape and their eventual place in the more established environment. We only can ascertain for now that they will be part of the future environment.

In writing my chapter on emerging trends I took an Evidence Based Library and Information Practice (EBLIP) approach. The EAHIL process also employed an evidence-based approach yet coupled to a consensus methodology (13). The EBLIP process consists of five sequential steps:

1. formulate an answerable question regarding an important decision;
2. search for the best available evidence to answer that question;
3. critically appraise the evidence;
4. decide on the best course of action;
5. evaluate one's performance.

3. critically appraise the evidence;
4. decide on the best course of action;
5. evaluate one's performance.

- technological developments;
- funding is distributed according to quality;
- changes in scientific communication;
- openness and accessibility;
- teaching and learning;
- information overload;
- increasingly heterogeneous user groups;
- sustainability.

Table 1. *Eight trends potentially affecting EAHIL members*

You undoubtedly have selected one or two that you sense will be most influential. We will be focusing our collective attention on these top-ranked trends for these three memorable days together. The central issue that I hope to address in this keynote speech today is: "Following EAHIL 2013, how will you identify trends in the future and how will you apply this knowledge in your specific local library environment?" The EBLIP process suggests answers to this core question.

Step One: Formulate an answerable question

EBLIP questions emerge in the world of practice so they are inherently pragmatic. When presented with an important decision, the EBLIP process prompts us to articulate at least one answerable question. My colleague and friend in the UK, Andrew Booth, has written the definitive work on formulating EBLIP questions (14). Three different Delphi studies, one from Sweden (15) and two from the US (16, 17), offer examples of highly-ranked questions if you are curious about viewing some sample EBLIP questions. We cannot dwell on the intriguing subject of question formulation here and now. Instead, I will use an example based on one of the highest-ranked trends identified for EAHIL 2013: "What trends are affecting health professions education (for future physicians, nurses, etc.) and how will those trends affect how I educate these students on their library/information skills competencies?"

Step Two: Search for the best available evidence

To begin to answer this EBLIP question, we next search for the best available evidence in the peer reviewed research literatures available to us. Searching PubMed, for example, we can combine the MeSH controlled vocabulary term "Education,

medical” with the subheading “trends” in the Mesh database to produce an effective search strategy of *Education, medical/trends*[Mesh] for finding high-quality references. Searching in Embase offers results that complement the journal sources in PubMed. Other databases such as *Education Research Complete, Library and Information Sciences Abstracts (LISA), or Library and Information Sciences & Technology Abstracts (LISTA)* rely more heavily on keyword searches or truncated variants of a concept keyword such as *trend** possibly combined with more established subject terms to yield useful references.

The peer reviewed literature offers a lot of valid applied research that we can apply at our own libraries. We often need to modulate the recommendations of the literature due to local conditions, however. *Table 2* lists some of the more commonly-utilized local forms of evidence used in EBLIP.

- Institution’s strategic plan or SWOT analysis;
- Institution’s annual reports, newsletters, etc.
- leaders’ speeches;
- library’s data;
- governmental reports;
- focus groups;
- surveys of key audiences.

Table 2. *Local sources of evidence*

These resources can help us to modify our applications when the consensus of the professional librarians, on site, advocate for such modifications.

Step Three: Critical appraisal

The third step, critical appraisal, involves synthesizing all of the evidence produced by Step Two. Much evidence turns out to be tangentially-relevant. Some evidence will contradict other evidence. The critical appraisal process described elsewhere helps one resolve these contradictions (18). The extensive work of my former faculty colleague at the University of New Mexico, Everett Rogers will be particularly helpful in the specific subject area of trends analysis (19). Rogers notes certain criteria for predicting the applicability of an innovation that might be adapted to evaluating emergent trends.

Step Four: Make an Informed Decision

The critical appraisal process might still identify a number of potential trends to pursue. The busy health

sciences librarian with limited resources will ask, “What trend should I follow?” You might have noticed that I have sprinkled wave and sea metaphors throughout this keynote talk about emerging trends. Throughout my career I have found the metaphor of surfing on waves to be a particularly well-suited one for understanding and responding effectively to social trends.

At this juncture, perhaps a personal account will illustrate how trends operate. Two of my favorite places on earth are a summer cottage on Cape Cod and the Pacific Coast of Costa Rica in the Guanacaste region. I spent much of my childhood summers at that cottage on Cape Cod. While there, I learned at a young age how to surf. Since then I have continued to surf and boogie board (also called *body boarding*) on either the east or the west coasts of the United States, although my favorite places to surf are in Costa Rica.

A lot of surfing involves attentiveness by the surfer to what is happening out on the ocean and how that might affect one’s goal to enjoy the waves in a safe manner. The experienced surfer observes the tides, winds, currents, underwater topography, and water depths while waiting to catch a suitable wave. The surfer furthermore notices the size, direction, frequency, and shape of waves approaching toward shallow water where they will begin to break. I have very few photos of me surfing because I tend to be the photographer in my family. In addition, surfing usually occurs far from shore so it is hard to photograph at such a distance from shore.



Figure 1. *Waiting for a suitable wave.*

Figure 1 was taken by my wife a number of years ago from a pier in San Diego, California so she was high enough above the water and fairly far from shore so she could capture the elements of surfing as they apply to trends analysis.



Figure 2 and 3. Taking off on a suitable wave.

Figures 2 and 3 show the taking off on a suitable wave. Prior to that moment, I was judging whether or not I was in a position to catch this desirable wave. If I had been to the right or to the left of that spot by as few as 5 meters I would have not been in a suitable location. Too far to the right I would have risked not catching the wave because it was not ready to break. Or, conversely, catching the wave too far in the other direction and I would have risked the possibility of being pounded by the wave.

The wave had to be of sufficient strength, a factor that the surfer feels through the speed of the current passing by her or his legs immersed in the water while straddling the surfboard. You might be surprised to learn that at times I decide to not catch a seemingly desirable larger wave because smaller waves might instead offer a higher-quality surfing experience. All of these skills are developed through many hours of surfing. Surfing is a strenuous sport. To place it in perspective, I can ski vigorously for 7-8 hours without taking much of a break at the high altitude of 3,900 meters above sea level in New Mexico and be less tired than just after 2 hours of surfing at sea level. Thus, you need to build your strength along with learning from past experiences to prepare yourself for riding waves.

The basic ingredients

The basic ingredients in surfing that bear resemblance to health sciences librarians wanting to “surf” trends apply similarly for us as health sciences librarians “surfing” the waves of social trends are:

1. experience;
2. timing and positioning on the wave; eEvidence about the characteristics of the waves (Are they large or small, low- or high-quality?) in relationship to the environment;
3. preferences of the surfer for certain types of waves.

When all of these ingredients line-up, you have a great surfing experience (Figure 4).



Fig. 4. Surfing as a great experience

Surfing might seem like a complicated sport after hearing my description, but we make similarly complicated decisions in our libraries on a regular basis. These five ingredients epitomize evidence based trends analysis. As I have demonstrated in this keynote address, we can use an evidence-based process in trends analysis. We can rely upon our own experiences when assessing social trends, regardless of whether they loom over us in a seemingly menacing way or they approach us more gradually like a rising tide. Will addressing these particular trends be worth our efforts? Our collective experiences through applied research might offer clues. So will our knowledge of our user environment and past experiences. Our library might be in a stronger or a weaker position to capitalize on a specific trend as it approaches due to positioning based upon either internal factors or larger parent institutional factors.

The final ingredient, preferences, needs further exploration. Evidence-based practice emphasizes the importance of preferences, or values, when making

decisions. What are your users' values? How will they perceive your decisions? Beyond that important level of users' values there are other values we must confront.

Why did you become a librarian? Certainly you had individual attributes well-suited to the profession such as a keen intellect, curiosity, and a profound sense of organizing information. Beyond that, does librarianship embody certain values surrounding issues of access to authoritative information, freedom of speech, privacy, and lifelong learning? How might those values affect your professional decision making? Do those values even affect your decision making?

The political commentator and comedian Jon Stewart has quipped that "If you don't stick to your values when they're being tested, they're not values: they're hobbies (20)." Regardless of how our environments change, we strive to adhere to our core values. W. Lee Hisle, former President of the Association of Academic and Research Libraries stated it well when he wrote:

In times of change, people and institutions seek stability. I believe that stability can come from our values; not from the way we do things, but by the beliefs we hold as immutable. By reaffirming, by changing when necessary, but most of all, by understanding those values most critical to us and our profession, we can move into the future with confidence (21).

Step Five: Evaluating Our Performance

We cannot dwell on this last step very long. Evaluation usually occurs at the individual, institutional, and professional level. Please see my previous publications on the EBLIP process for details.

The Inevitables

The experienced surfer observes her or his environment continuously to perceive her or his circumstances accurately. The ocean offers many illusions. A seemingly wonderful wave might be transformed by tide, current, or ocean floor topography in a matter of seconds into a menacing monster. Another seemingly wonderful and ride-able wave might dissipate into a mere ripple. Similarly, as health sciences librarians we need to watch out for what I call "The Inevitables" of trends analyses. Demography represents the first of such "Inevitable" trends. Over the years we have been told that major segments of the health sciences librarian profession would soon be retiring. This event simply has not materialized because our more senior colleagues do

not want to retire, want to only partially retire, or, in some cases, they have embarked on entirely new roles within our profession. If we reflect on our lives, we know that many of us are far healthier and physically stronger than our parents were when they were our ages. Society has changed so we cannot expect seemingly routine patterns or events like retirement to remain the same. The second inevitable, technology, seems to beguile many of our colleagues. Librarians have a tendency to become early adapters as Rogers would call it, only to find that this specific technology has never become part of mainstream society (22). We cannot, of course, ignore technology. We simply need to be skeptical with each new *promising* technology release. We need to make sure that we select the important trends and address them, but if we do miss a trend and regret it later, we should learn from the mistake and not descend into recriminations. The experienced surfer knows that there are more waves coming in the future. Yet, we cannot become complacent and devolve into a *business as usual* attitude. We must address the most relevant trends in order to survive. For, as Peter Morales has written:

One of the world's leading experts in organizational change once commented, 'When organizations fail, it is never their problems that kill them. It's their past success.' That is, they keep doing what once made them successful but no longer works (23).'

Conclusion

Be sure to keep the EBLIP process in mind as you discuss and, perhaps, even grapple with emerging trends over the coming three days. Always look for the best evidence in your own trends analyses at the local level. Keep a strong sense of EBLIP skepticism about the relevance of any given trend to your local environment when warranted. Be like the ideal surfer by using your experience, values, and evidence-based skills to pick at least *most* of the best waves.

Thank you for inviting me to be your EAHIL 2013 keynote speaker. I could not have prepared this keynote address without the wise guidance of the Local Organizing Committee, especially its Chair, Anna Kågedal. Anna and I spent many hours on Skype conferencing software planning this keynote. Specific LOC members who also assisted me were Sara Janzen, David Herron, and Cecilia Petersson. I wish you well as you use evidence-based approaches to successfully "surf" on these emerging trends.

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EAHIL Workshop 2013, Stockholm

On the makings of the EAHIL Workshop 2013 Stockholm, Sweden

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Abstract

The main objective of EAHIL is to promote understanding and cooperation between European Health Information and Library professionals. One way is to bring people together at the EAHIL Conferences in order to learn about what people are doing and network. The normal conference format usually involves listening to presentations. Although the opportunity to talk and exchange ideas seems to be a much appreciated part of conference attendance, often this mainly happens during the coffee/lunch breaks and other conference social events. What would happen if the conference format was turned around and an opportunity for dialogue was maximized, while minimizing the one-way transmission of information through presentations? This was the aim of the EAHIL Workshop 2013 Stockholm, Sweden. This report will describe the background to the overall design of the Workshop as well as the plenary events that happened. Other aspects or views will be reported elsewhere by other authors. This is the report of the Local Organizing Committee (LOC).

Key words: trends, EBLIP, discussion topics, dialogue-creating methods.

Background to the EAHIL Workshop

Workshop format

For a number of years now, EAHIL members have met in a yearly conference hosted in different member countries and institutions. Formally, the EAHIL Conference alternates on a biannual basis with the EAHIL Workshop, but in practice, according to earlier conference reports there seems to have been little to really distinguish the two formats. In the planning of the Stockholm Workshop, it was decided at an early stage to take a more experimental approach and base the sessions on different dialogue-creating methods.

Workshop content

The idea for the content of the Stockholm Workshop came from Lotta Haglund (former EAHIL Board member). Lotta was inspired by strategic planning completed by the management and staff at the University Library at Karolinska Institutet (KIB; <http://kib.ki.se/en/homebox/1>), Stockholm, Sweden. In brief, the library management team, by working according to evidence-based library and information practice (EBLIP)(1, 2), identified several social and technical trends which were predicted to affect academic libraries in the near future. These trends were discussed by the whole of the library staff (over 100

people) in a large-scale group discussion session. The end product of these discussions, and after further reworking by the management, led to the creation of the visionary library scenarios for the year 2021 (3); towards which the library is strategically working today.

The content of the Stockholm Workshop was therefore designed around the idea of social and technical trends and the challenges they would present to Health Libraries in the near future on a 3-5 years (2016-2018) timeline. EAHIL members were involved in discussing these trends (in the form of a Call for Contributions) and helping to crystallize a number of discussion topics which would then form the focal points for the Workshop sessions. Both the International Program Committee (IPC) and LOC were involved in establishing the program which was published as part of the Workshop website (kib.ki.se/eahil2013). The idea being that the website would grow organically with content, summaries, pictures etc. as the Workshop progressed. Social media (Twitter, Instagram; Facebook and Flickr) were added to more easily spread the outputs of the Workshop with the EAHIL community. At the time of writing this report (a week after the Workshop), content is still being added to the website.

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On the makings of the EAHIL Workshop 2013 Stockholm, Sweden

Trend	Topic	Dialogue-creating method (main facilitator)	Number of participants (n/total N)(%)
1. Rapid and diversified technological developments	Support work in the electronic environment of the future	Brain writing pool (Petra Wallgren Björk)	41/153 (27 %)
	Mobile technology, platforms and Apps	Knowledge Café (Guus van der Brekel)	60/153 (39%)
2. Increasing awareness about sustainability issues	No Topic discussion		
3. Increasing heterogeneous user groups	No Topic discussion		
4. Funding is distributed more and more according to output quality	Policies, strategies, impact and quality	Gallery method (Ronald Van Dieen)	31/153 (20%)
5. The paradigm shift from teaching to learning	Success factors with new tools and methods of teaching	Appreciative enquiry (Saga Pohjola Ahlin)	56/153 (37%)
	Role of the library in the learning process	Fish Bowl (Patricia Flor)	51/153 (33%)
	Learning	Open session (Cecilia Petersson)	37/153 (24%)
6. Scientific communication in change	Research support and scientific communication	Knowledge Café (Paul Murphy)	47/153 (31%)
	Is there a role for the library in managing research data?	Knowledge Café (Tuba Akbayturk)	32/153 (21%)
	Research support	Open session (Cecilia Petersson)	Same session as earlier
7. Increasing openness and accessibility	Strategies for supporting Open Access and open data	Opinionator Triangle (Witold Kozakiewicz)	32/153 (21%)
8. Accelerating information overload	No Topic discussion		
teaching to learning/ scientific communication	Future library staff	Knowledge Café (Lotta Åstrand)	96/153 (63%)
Other content: Speed presentations	Miscellaneous topics	5 minute presentations (Ioana Robu)	46/153(30%)
Other content: Great presentations	How to make them!	(Karin Byström and Manuela Schultz)	47/153 (31%)

Table 1. Trends, topics and dialogue-creating methods used at the EAHIL Stockholm Workshop. The number of participants per session is shown (number attending session (n)/total number of registered Workshop participants (N=153)) as well as percentage of total participants.

Aims, design, and content of the EAHIL 2013 Stockholm Workshop, Sweden

Aims

The aim of EAHIL Workshop 2013 was that participants would leave with a set of personal strategies to meet the challenges to the library world that trends would bring. Through dialogue, it was anticipated that participants would also gain new knowledge and insights into the topics discussed. We also had other hopes; that by attending the Workshop, participants would widen their professional network and gain experience of dialogue-creating methodologies. The Workshop also had the *humble* ambition to be “inspiring, innovative and interactive” and even challenged participants to be “prepared to leave their comfort zone!”

The design

On the Workshop website, participants could read about the trends, the topics and the dialogue-creating methods (Table 1) as well as look at relevant reference materials. Participants chose the sessions they wanted to attend in advance and were contacted by the session facilitators with guidance about how to best prepare the session for example, by suggesting reading material, relevant links etc. This added a personal touch and also helped to commit participants to the sessions in advance which eased planning. Workshop session facilitators were given the freedom to choose a dialogue-creating method that either they were familiar with or suited their topic.

The content

The Workshop was primarily built around the session topics described in Table 1. Each session was led by a main facilitator.

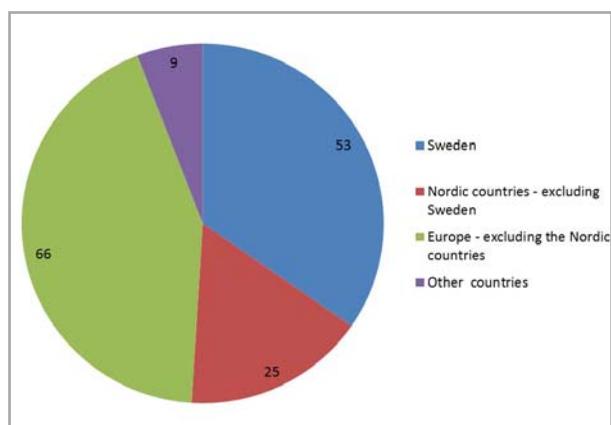


Fig. 1. The geographical distribution of attendees at the EAHIL Workshop 2013.

The Workshop also included a number of sessions dedicated to EAHIL business and planning, i.e. Board and Council meetings, Special Interest Group (SIG) meetings, First Timers’ coffee meeting, IPC meeting and the General Assembly.

Some of the things that happened at Stockholm Workshop

The Workshop was attended by 153 EAHIL members, sponsors and vendors. The geographical distribution of attendees is shown in Figure 1 with only a very slight majority coming from the Nordic countries (in this case, Sweden, Denmark, Norway and Finland). The Workshop even attracted participants from outside Europe that is, USA, Canada, Singapore, South Africa and United Arab Emirates. There were 30 first timers! Table 1 also shows the distribution of attendance at the various sessions, suggesting a fairly even distribution of interest for the different topics (although some sessions had attendance waiting lists due to limited location size).

Christer Björklund (Library Director at KIB) and Anna Kågedal (Chairman of the LOC) opened the Workshop with warmth, humor and personality. Elizabeth Chapman (Research Associate, University of Sheffield, UK) then cordially invited Workshop participants to take part in the *Working in the Health Information Profession: Perspectives, Experiences and Trends* (WHIPPET) project. The WHIPPET project had won the EAHIL 25th Anniversary Grant Funding award for 2012. The aim of the project is to explore the contemporary health information professional landscape with a view “to help build, plan and develop career profiles, establish training needs and support strategic decision-making for information services” of the future. A pilot questionnaire was distributed and a number of focus groups and individual interviews were carried out during the Workshop.

The keynote speaker Jonathan Eldredge (Associate Professor, University of New Mexico, USA) opened the Workshop with a warm, interactive ice-breaking session in which we learnt the difference between a trend *which already exists and will continue to be influential* and a forecast *predictions about the future, sometimes based on trends* and were instructed how to apply the evidence-based practice approach combining evidence (literature and local institutional knowledge), librarian experience and values to trend analysis. One of Jonathan’s hobbies is surfing so he used the wonderfully illustrative analogy of catching a wave to surf on as a way of catching a trend of importance affecting the health library community, complete with blue ribbons

(waves) passing over the audience as Jonathan asked them to touch a ribbon wave (trend) of importance.

The Workshop then continued with the parallel topic sessions as shown in *Table 1* with the most frequently used dialogue-creating method being *Knowledge Café*. These will be reported on elsewhere. At the end of the first day, Anna Kågedal got us to reflect over a topic of interest that we had picked up during the day. We did a SWOT (strengths, weaknesses, opportunities and threats) analysis about the topic in relation to our own library setting and then we were encouraged to find a partner with a similar interest to exchange ideas with. Lotta Åstrand (Head of Quality and Staff Development, KIB) lead the final plenary session on *Future Library Staff – professional development and library skills for the future* using the Knowledge Café method. The participants were asked to discuss librarian skills in two areas: support to scientific communication or/and from teaching to learning. Participants started their discussions at one table and then everyone except the table hosts moved to new tables to continue. As the session progressed, the participants were asked to record their thoughts about skills on a large paper sheet under

four headings: personal, communicative, strategic and professional skills. After one more round of change, participants returned to their original table to pick out six skills that they already had and six that needed to be improved. The atmosphere was lively and participants were highly engaged in the discussions despite being the last Workshop day. The Workshop ended with the General Assembly lead by the EAHIL president Marshall Dozier. Awards, flowers and praise were given in a traditional warm and friendly EAHIL atmosphere. The Workshop was over and probably the organizers could go home feeling a certain sense of satisfaction! I think that the Workshop was “inspiring, innovative and interactive” and I even left my comfort zone at times in the very comfortable environment that was Vår Gård, but then again you probably should not be listening to someone from the LOC!

David Herron wrote this, on behalf of the Local Organizing Committee (LOC) for the EAHIL Workshop 2013, Stockholm, Sweden (Anna Kågedal, Sara Janzen, Johnny Carlsson, Petra Wallgren Björk, Marie Källberg, Karl Isaksson, Ana-Belen Escriva, Tomas Kindenberg and Cecilia Petersson)

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Mental gymnastics – the Opinionator Triangle method for EAHIL 2013 Workshop

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Abstract

Opinionator Triangle is the name of the method designed for the session Strategies for Supporting Open Access and Open Data at the EAHIL Workshop 2013. This method was chosen and developed especially for this session with the aim of allowing participants to test arguments and counter-arguments about key issues. This article focuses on the method, not the results of the discussion or its conclusions. We want to present how this method evolved during the preparation stage, how it was implemented and how it worked during the Workshop.

Key words: teaching methods; education, continuing; workshop; congresses as topic.

Background

The design of the EAHIL 2013 Workshop was based on “un-conference” approaches with high levels of participation by all delegates. The main tasks for the International Programme Committee (IPC) were to select Workshop topics from a set of trends previously identified in a horizon-scanning process, and then to choose suitable formats for participative sessions on the chosen topics. The whole IPC was divided into groups of four or five persons for this second phase. As a group, our task was to prepare two sessions, one of which was on the topic *Strategies for supporting open access and open data*.

Open access (OA) as a topic is challenging because the area is complex (think of Gold versus Green routes, funder requirements, pressures to publish in high-impact journals, author fees, financial pressures on library budgets, etc.) and yet while the scholarly publishing sector remains in this period of flux, many of us have advocacy and support roles related to open access. Both in the press and within our institutions there appear to be conflicting and contradictory arguments for and against open access which further cloud the issues, and indeed any single route toward publication will not work for all situations. For those of us in advocacy roles, this presents an additional challenge.

In selecting a format for this session, we thought the need to develop advocacy and negotiation skills in this confused context could be usefully addressed by a debate-like format allowing participants to test arguments and counter-arguments about key issues.

However, in a formal debate, most people have a relatively passive audience role. So, after a short brainstorm we decided to try something different. We called it an *Opinionator Triangle*. The Opinionator Triangle is similar to the *Four Corners* debate in which participants choose a perspective that most closely meets their current opinion and engage in discussion with participants with different views in the other corners. However, whereas the Four Corners format is primarily designed to foster critical thinking (1), the main aim of this session was to develop awareness of and practice in arguments for and against in a safe environment. The Opinionator Triangle is also loosely based on the *Opinionator*, a 3D Likert scale discussion aid available in the virtual world, Second Life (2), which is designed to allow participants show their view by placing their avatars in the section corresponding to their view on a particular question (3).

Design

In advance of the session, participants were asked to read an article (4) that would give them some grounding

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on the topic, with the intention that since we expected a group with mixed experience in the area, this would give a baseline of knowledge for all participants. Three sets of seats were placed in rows at angles to form a triangle with the seats facing inward (*Figure 1*).



Fig. 1. *The seats in a triangle*

Each side of the triangle was allocated a position on the issues to be discussed: Pro, Contra or Neutral (undecided). However, at the start the seats were not labelled, so participants were divided into three equal groups depending on where they selected to sit. When the debate began, according to the position of their seats, participants were asked to argue for or against OA, or as neutrals to pose questions or arguments that could be addressed by either the pro and contra groups.

The workshop began with a short presentation which described the method of the session, and summarised key issues on OA. The bulk of the session consisted of several 15 minute rounds devoted to aspects of OA (OA myths, relations with publishers, different types/models of open access, and impact and value). At the end of



Fig. 2. *Final positions of participants: 21 pro (including photographer), 3 neutral*

each round participants were invited to move to a seat that better indicated their opinion on the OA movement on the basis of the debate so far - or to move to a seat that gave them an opportunity to present arguments for or against OA, even if their own opinion was the opposite or still neutral. Changing place also changed the role of the participant in next round, since any points they made needed to match the seat they occupied (i.e. for, against or neutral). At the end of the final round, participants were asked to move to the position best indicating their own views overall, so the number of participants in each group showed the distribution of opinion on OA (*Figure 2*).

In addition, participants were given a printed opinion survey on which they were asked to record at the end of each round where they were seated (pro, contra, neutral) and what their actual opinion on the round's topics were. During the debate "seed" statements were presented by the facilitator to provoke debate, but participants were also invited to make their own points of debate. To ensure that the debate was easier to follow, a "token" in the shape of a mini-placard was allocated to each side of the triangle, and only the person holding the token could speak – so participants passed the tokens among each group as they wished to take turns making and responding to points.

Ideally, opinions were formed or developed in the course of the session, and everyone should have had an opportunity to deepen their awareness of issues in the global debate on OA as well as practice advocacy.

Preparation

During the preparation stage we created basic assumptions for the method.

1. Max 60 participants;
2. Potential subtopics (OA myths; relations with publishers; different types/models of OA; advocacy, impact, value);
3. Methods;
 - a. 20 slides of quickly introducing OA;
 - b. Opinionator triangle (pro, con, neutral benches) 20 + 20 + 20 in each;
 - c. each subtopic is discussed for 20-25 min;
 - d. alarm to change subtopic;
4. Equipment: chairs, one table, token, laptop, projector, ringing bell/alarm;

Round	Number of inputs		Number of individuals contributing	
	Participant	Facilitator	Participant	Facilitator
1	16	9	7	2
2	24	4	11	2
3	16	8	8	3
4	15	8	7	3
5	28	10	11	3

Table 1. Number of inputs per round, and number of individual participants contributing to each round

5. Time frame - 2 hours;
6. The roles of the facilitators : 3 discussion leaders – one for each group, 2 note takers;
7. Potential question(s) – Each facilitator should prepare some theses/questions for starting and keeping up the discussion;
8. End results - summaries of the discussions; number of people in each of the 3 groups; arguments for advocacy;

Leaving the December IPC meeting we had the general vision of whole session. To prepare all the details between the IPC meeting and workshop we had two Skype meetings, and lots of email discussions about both of our sessions. We had built our own British-Finnish-Turkish triangle with Poland inside. The last meeting was the day before the session, just to summarize and make some final touches on the workshop. There were some minor changes to assumptions made on the December meeting:

1. The starting presentation about OA should not be longer than 5 minutes;
2. For each round some questions and themes should be presented to give an opportunity to initiate the discussion;
3. We prepared three tokens – one for each group. Only the person with token could present his/her opinion;
4. The last round planned as “Advocacy” was changed to “Open round” for free debate;
5. The time for each round was shortened to 15 minutes;
6. Max. number of participants was reduced to 45;
7. We decided to make an audio recording of the session to facilitate the creation of a discussion summary. At the start of the session, permission to record was requested and granted by participants.

Observations

We had 32 registrations for the session, and 24 participants (including four facilitators). At the

beginning, participants did not talk very much, but after a short period, the discussion became more fluid and levels of input remained fairly steady throughout the rest of the session. Excluding the facilitators, 15 of the participants spoke at least once. *Table 1* sets out the number of inputs per round, as well as the number of different individuals who contributed to each round.

We believe the participants needed to warm up at the start, and that with every round they became more confident and courageous in their statements. The last round for free debate was even extended to 25 minutes, since discussion was flowing. We also observed that participants willingly changed their places, taking different roles in different rounds.

After each round participants were asked to use their printed survey sheets to mark their personal opinion about OA and the role they had taken during the round. 19 survey sheets were returned at the end of the session. According to the responses, almost 60% (n = 11) of participants changed their place more than twice and only 15% (n = 3) did not move their seat at all. All participants at least once tried to take the role which differed from his/her personal opinion. Even those who did not change their seat throughout the session declared in some rounds that their personal opinion did not match the position of their seat.

Participant feedback

As participants settled into new positions for the final round, there were a couple of suggestions that having publisher representatives and researchers present would have augmented the debate. We also used the last five minutes of the session to ask participants what they thought about the method. The ability to hear clearly was raised as an important aspect, and it was agreed that the lollipop-shaped speaking tokens worked to make the discussion focused without too much background noise. As a beneficial side-effect, the style of the session also inspired one participant to prepare in advance by seeking out arguments against OA in the literature. Here are three feedback quotes:

Spontaneously, what do think of the method?

I was quite sceptical to be honest, when I saw this, I thought [...] it's not going to lead anywhere. And then I realised after having been in the first round, actually unlike the top-down presentations, [...] people get provoked perhaps, ok, "I'll have to say something against what was just being stated," or "I have to support a certain point," and all of a sudden there's opinions forming, we're really getting somewhere. So I'm terribly convinced now that this is a good approach.

What was the stickiest point?

At the beginning, it was a bit unclear what to do – after the first round it became clear. Next time it would be good to show instructions on the wall visible throughout the whole session as well as the instructions at the start.

What was the best thing?

I think it's very useful to be on the other side for once – you usually don't think about the cons. I thought it was interesting to have a kind of "brain gym", because you always used to think in one way, but now you have to do a sort of gymnastic and think the other way.

Discussion

We were aware that some participants might not like to take part in the discussions, preferring to concentrate on listening to arguments and eventually just changing their seats. Another possible problem is the fact that for the most of the participants English was not their first language. But the participants made a really good contribution, and without their commitment this session would have failed. One possible piece of good luck was that our session was on the last day, so those who might have felt shy about speaking in public to strangers had already had a chance to get to know other participants.

The numbers of inputs per round cannot have too much meaning attributed to them, since some inputs were longer than others, and some were short exchanges. It is notable that with the exception of round two, inputs from us as facilitators remained fairly even in number; although we had prepared arguments in advance in case the debate ran quiet, we did not withhold our input only for those moments – we contributed to the debate as participants, too. Nevertheless it is one potential point for reflection: if there was any perception that we dominated the discussion, then that would undermine the ethos of the unconference format.

The feedback at the end of the session indicates that the design met the aims of the session, though there are limitations to this method of feedback gathering: participants may not have wished to make negative

comments publicly, and a longer time for considered reflection could produce more feedback.

Conclusions

The session format gave us a very good opportunity to practice arguments, trying to find both positive and negative aspects of the OA movement. The fact that such a high proportion took positions on the opinionator that differed from their personal opinions is indicative of a willingness to test arguments, though it must be acknowledged that for the first round, the participants were allocated their starting position in the debate.

The format allowed participation at various levels in that attendees who might not have felt confident enough to voice arguments (whether because of English language or familiarity with the topic) could still take an active part by moving to a different seat to show changes of opinion.

Giving clear information about the structure of a novel session format is essential, and the use of the first round as more explicit "practice" round may be helpful. The use of pre-planned "seed" statements for debate helps to give examples of issues for debate, helps to spark debate in case the discussion goes quiet, and may be used to ensure coverage of a desired range of issues. However, facilitators should remain mindful of allowing space for participants' input.

As facilitators, this session format allowed us also to be participants: although we structured and at times 'seeded' the discussion, we felt able to participate as part of the group, letting the group take the debate forward. It was stimulating to us not only to learn from the points of debate made by others in the group, but also to learn from the experience of trying a session format that was new to us. As an "unconference" session, we think that the Opinionator Triangle fit well in design, content and outcomes with the aims of the EAHIL 2013 Workshop in trying to "Create Strategies to Meet Challenges".

We would like to thank the session participants for rising to the challenge of the session: it was a great group of colleagues to work with.

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Appreciative Inquiry at EAHIL 2013 Workshop

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Abstract

Appreciative Inquiry (AI) is an “asset-based” method that encourages individuals to share positive solutions to problems and issues in their organisation or professional milieu. An adaptation of the method was used with 60 delegates at the 2013 European Association for Health Information and Libraries (EAHIL) workshop in Stockholm in 2013. The method was used to enable the sharing of stories and experiences on the theme of Success Factors with new tools and methods of teaching, ultimately to identify underlying trends. This article describes how the method was used from both a participant and facilitator perspective, what the outcomes were and the method’s strengths and weaknesses in this setting.

Key words: libraries; teaching methods; education, continuing; congresses as topic.

Introduction

The stunning Var Gard hotel in the beautiful Swedish town of Saltsjobaden hosted the 2013 European Association for Health Information and Libraries (EAHIL) workshop. Nestled on an inlet of the Baltic forty miles south-east of central Stockholm, Var Gard (English translation: “Our house”) seemed as if on the very edge of a watery wilderness. The workshop itself moved away from a “the sage on the stage” approach and instead used methods that encouraged the content almost exclusively to be created by the delegates themselves – a step into uncharted territory for many of the 160 attendees.

The overarching theme of the workshop was *trends for the future*. Building on trends originally identified by staff at the Karolinska Institute in 2011, the workshop organisers described eight potential future global trends likely to impact health library and information services (Workshop trends <http://eahil2013.kib.ki.se/?q=node/15>). Delegates were invited to sign up for two workshops covering one or more of these trends. To enable delegate discussion one or more interactive methods were used led by experienced facilitators and hosts (Workshop methods, <http://eahil2013.kib.ki.se/?q=node/16>).

Methods

The workshop *Success factors with new tools and methods of teaching* (linked to trend 5: *from teaching to learning*) adopted a method called Appreciative Inquiry (AI). This method enabled intensive peer-to-peer

sharing of ideas. AI was first developed by Cooperrider and Srivasta as a way of managing rapid organisational change (1). It uses an asset-based approach and takes as its central tenet the belief that all organisations have something positive to offer and that all individuals therein also have positive ideas to offer to the organisation. Because the method does not start by asking “what is the problem?” but rather, focuses on positive solutions, advocates for the method hold that it “nurtures human action toward *positive* change” (1). One of the strengths of the method is its flexibility and it is frequently adapted to suit a specific situation (2), as was the case at the EAHIL workshop.

There were 58 attendees at the workshop led by an overall facilitator who gave some background to the method and how it would be used. Following this the attendees were split into 9 sub-groups of 6 to 8 people led by a *host*. In the first phase of the process each sub-group member was asked to write down a description of a real-world teaching scenario where they had used a new approach, method or teaching tool that they perceived to be effective. People were then asked to pair up and interview each other about their scenario. This was the appreciative inquiry part of the method with participants being requested to show a positive and appreciative interest and ask open questions about the scenario. Following this each interviewer then shared their partner’s story with the whole sub-group to further reinforce positive appreciation.

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In the second phase these stories were shared with the whole 58-strong group. To achieve this the original 9 sub-groups broke up and reformed with new members, enabling people to re-tell their acquired stories to new people and hear new stories from other colleagues. This cycle was repeated several times, with the groups meeting to swap stories for about 10 minutes facilitated by the host, before they disbanded and 9 new ones formed.

This was an excellent and uncontrived way to speak to new colleagues and share new ideas. Some people chose to retell the same story over and over again reinforcing and internalising its positive attributes, whilst others picked up new stories as they moved about and chose to relate these *new* stories to colleagues. As this *story-telling* progressed it was possible to perceive trends and patterns emerging in the stories people chose to tell, as well as hear the same stories repeated but with a different emphasis from each teller.

Outcomes

The first session ended with oral and written reports from the nine groups and the collection of flipchart pads which were an intrinsically interesting output of the process. Several of the reports included the same concepts often expressed using exactly the same words, for example, the words “flexible” and “creative” were frequently used. Interestingly enough, some aspects were not written down but discussed by several participants during and after the workshop, i.e. the simplicity of the methods used and the fact that new teaching approaches were often developed by sheer need, lack of equipment, time or resources. Although the reports were intended for further processing, the session should not be seen as data collection only. We believe that for most participants the main outcome of the workshop was the peer-to-peer learning that took place. Sharing stories and identifying similarities made the first session highly educational, providing several inspiring examples and a discussion about best practices from a hands-on perspective.

The primary outcome of the workshop, however, was a list of success factors, based on the reports, and produced during the second phase in which the leader of the workshop and the hosts took part. The reports were compiled into a single list of words and phrases and at the same time restructured into thematic categories through discussion. These categories were meant to reflect the underlying success factors and were labelled accordingly. Four such success factors were identified

(the list, including examples, is found on the EAHIL webpage at http://eahil2013.kib.ki.se/sites/default/files/List_Successfactors.pdf):

1. *Activation*: teacher as catalyst
2. *Flexibility*: in time, place, tools and methods
3. *Interaction and collaboration*: sharing experiences
4. *Student in the centre*: enquiry-driven learning.

The categories *Activation* and *Flexibility* and *Interaction and collaboration* were relatively easy to identify as these words were used repeatedly by participants to precisely describe the success factors discussed. Conversely, the category *Student in the centre* was described using many different phrases. Some of the phrases could easily have been included in other categories, for example “Simplify to build confidence” and “Delivering sessions at the right time” are also related to flexibility. However, all phrases are based on the assumption that the teacher should adapt to the student, not the other way round, and thus fit the same category as “relevant feedback”. The result is hardly surprising, since many textbooks on education mention similar strategies. However, identifying them in actual success stories make them more relevant and provides examples of how to use them, thus establishing a link between theory and praxis.

It must also be noted that not every (if any) single story contained all four elements. Instead, turning the teaching approach into a success seems to have been achieved by small changes concerning one or two success factors only. From the session alone, one cannot say what combinations of success factors would be preferable, only that a change towards at least one of them would be beneficial. It might actually be the case that methods aiming to incorporate all four categories may be overdone and thus inefficient.

Discussion

Overall, the workshop must be considered a success and AI a welcome, fresh approach to educational development. It is evident from discussions after the session that most of the participants were pleased with the method. To hear your own story related by someone else as an example of success boosts confidence and creates mutual respect when you in turn hear other stories. Several participants also noted how easy it was to start talking with others and AI seems to promote networking within a group. Similar comments are found in the literature, concerning education (1), as well as health care development (2).

There are however some limitations to the scope of the AI model. The workshop was based on personal stories and it is unlikely that someone would tell a success story about, for example reorganizing a library, in a similar workshop. Factors affecting and affected by the individual are the easiest to identify, but structural factors are possibly easily overlooked, or even justified as noted in (1). In this setting, where most people did not know each other, the risk for authority bias is low. That many groups used the same words and phrases might be a consequence of the method in itself, since everyone participated in several groups looking for common ground. There are of course other possibilities. For example the group might be too homogenous; sharing the same education, experiences or being inspired by the same educational paradigm; or overlooking factors of interest. It does however indicate similarities between success stories despite differences in curriculum, target group etcetera. Also, one should remember that thematic categorization as a process is highly dependent on the persons involved and the circumstances. It therefore cannot be excluded that another group of hosts would have created a different output. Considering the value of inter-rater reliability, it might be better to let the hosts categorize the list individually, thereafter comparing and adjusting the categories, rather than through group discussion. Feedback from other participants, making sure that words or phrases were understood in the way the notetakers intended and that the categories are meaningful, would also be beneficial. These two approaches would, however, require more time for the second session.

Categories should preferably be discrete, not overlapping as in this case. This should not be considered a major problem, since the desired result is the identification of methods with practical applications, not theoretical constructs. Rather, it shows interdependence between different factors and the need for alignment: activation without putting the student's needs

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in the centre might prove counterproductive. The workshop could be viewed as piece of highly intense action research: a large group of participants were brought together; data was gathered about the success of teaching interventions before they were thematically analysed. As such AI offers the possibility of transforming otherwise static conferences and gatherings of experts into opportunities to participate in research and generate valuable data. As noted above it also has the advantage of enabling the population to be studied to actively participate rather than being passively *researched*.

AI's proponents argue that it offers a method for a researcher to gather data in the field with less bias than other methods (3). For example methods that deploy interviews or questionnaires are necessarily channelling respondents' answers and potentially distorting findings. AI by contrast attempts to elicit knowledge from participants comparatively organically by putting them at the centre of the process. The researcher is able to stand back and *appreciate* the concerns and interests of the participant with greater objectivity. However, it is important to note that empirical research is still lacking into the effectiveness of AI and that its success with small groups is mixed (1). Whilst many participants find the positive approach empowering, some find the method flawed for the same reason. Because it does not contain elements of critical assessment, it could be argued that it perpetuates patterns and themes which could, in application, be less than successful.

Conclusion

The workshop was interesting and useful and AI greatly enabled spontaneous discussion and the sharing of ideas. We consider AI an interesting method suitable for further use in libraries. Librarians who subsequently use AI are encouraged to contribute to the burgeoning evidence-base for this method.

Great presentations – improving conference presentation skills

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Introduction

This workshop held at the Stockholm EAHIL workshop was entitled *Great presentations – Improving conference presentation skills* and was fully booked with 48 participants. The idea behind the workshop was to make participants reflect on what constitutes good and bad presentations and also to discuss the importance of successful presentations at conferences.

Benefits of conference presentations

Why are conference presentations important? It is difficult to do a presentation and most people think that speaking in front of others is really scary, and it also takes a lot of work and preparation. So, why present? What are the rewards?

There are many positive aspects of contributing with presentations at conferences. Maybe the most relevant is the chance of improved networking, and possibilities of finding partners for future collaboration. Of course, you can network without presenting, but if you present, everyone will know what your interests are and what you do. After a presentation, there are always colleagues who want to talk to you, and often they are interested in the same subject! This could be the start of a new collaboration or the first discussion that can result in a visit to another library or to share experiences in a special field of work. Presentations also mean an increased visibility of the organization. It is not only the presenter and the subject that will be visible, but also the library you are working in. Presenters are ambassadors for their library, talking about all the activities and projects they provide. For a library, this way of presentation within the community is a highly convenient marketing method and can make it easier to hire good staff. A library can get a reputation of being a place where a lot happens – or it can be invisible. This is important especially for library leaders to think about. Presenting is a way of disseminating a "best practice", to discuss and evolve our work. That is why people come

to conferences. All what we do daily, all our experience, are worth telling others about. Good results and bad results of projects, products or services are always relevant.

The center of a presentation is to get the message across. Sometimes at conferences there is an interesting topic, but the presentation is so badly performed that the message is totally lost. A bad presentation is a discredit both to the presenter and to the subject. Ways to improve the presentation is to think about the audience and their level of understanding, and focusing on how the presentation can be more interesting for them. What is it you want the audience to know, to feel and do after they have heard or seen your presentation?

Recent developments

As we said, a conference is in general an opportunity to share ideas, opinions and experiences in a special field of interest and in recent years the ways and methods of presenting and sharing have changed.

If we have a look at oral presentations from the last 10 years we see that it is common to present with technical equipment, with the computer. However, in the last years there has been a development from *desktop based* to *web based* presentations. For a long time PowerPoint presentations were common. In the last five years people have started using more and more web based services such as <http://de.slideshare.net/> and <http://prezi.com/>. Another development is that we are confronted with the growing meaning of visualization in our society. Icons, symbols and infographics are becoming more and more popular. An infographic is a graphic visual representation of a complex subject or information that presents the content quickly and easy. There are a lot of web services such as <http://visual.ly/> or <http://dailyinfographic.com/> to make infographics. Social media is playing a more and more important role for presentations. You have probably clicked on

slideshare.net to check a slide from a conference or maybe you came across prezi.com. Both are platforms where you can share, comment, email, embed and save presentations. The good thing is that it is fun and makes sense for you and your colleagues. It promotes your own creativity and offers a specific emotion. There are also a wide variety of methods for oral presentations. Some new trends are speed presentations, Pecha Kucha (20 slides, 20 seconds per slide) and 5 minutes presentations. But why do we have these developments? Are they influenced by technology or by the needs and behaviour of the newer generations? Is information becoming increasingly complex?

Workshop method

Our ideas about presentations made us create a workshop method that dealt with both types of presentations at conferences: the oral (lecture) and the written (poster) presentation.

After a short video (<http://www.youtube.com/watch?v=Q5WT2vweFRY>) and an introduction by the facilitators, the participants sat in groups of six discussing questions about aspects of "good" and "bad" presentations, the skills needed for presenting and the difference between an oral presentation and a poster. The participants noticed that in most cases the decision is based on individual opinions whether a presentation is considered good or bad or which aspects are bad and good. But some aspects were identified as negative for presentations: information overload, failing technology, too many slides, not enough variation and lack of adaption to audience. Participants summed up the skills needed for presentations:

- be prepared;
- know the audience;
- synopsis: what will the session contain?
- take care of the audience;
- be yourself, use your personality;
- do something unexpected: get the audience attention, be remembered;
- how to get the message across: synopsis, headlines, critical friend;
- be familiar with the subject of the presentations;
- select the appropriate tool, e.g. prezi or PowerPoint;
- mixed materials / media varieties.

Afterwards, the workshop participants did two exercises: oral presentation training and comparing and analyzing conference posters with the help of a prepared checklist.

For the oral presentation training, each participant had prepared a one-minute presentation on a work-related subject of their choice. At tables of six, all participants presented to each other, and then there was time for feedback and discussion. The groups discussed the process of preparing and presenting, the pros and cons of short presentations, the issue of nervousness and speaking in English, which is for most delegates a foreign language. Attendees expressed their experiences with the short presentations, namely that it takes more time to prepare this type of presentation and that it is important to identify the focus and central aspects of the speech. Furthermore an advantage of short presentations is to get the message across in a better way than usual lengthy presentations and that it is eligible for using for specific questions.

The other exercise was to analyze conference posters. The most important feature of a poster is to attract interest and to make a good start for a discussion, so it has to be visually and structurally easy to "read". A handout with more information related to the issue is more helpful than to overload the poster with text. The workshop facilitators had prepared six library-related conference posters and put them up in the hallway like a poster session. By each poster was a simple checklist, with different aspects to consider: visualization (text size, images), information/content (easy to read, understand), structure, references.

The groups walked around evaluating each poster and giving a green, yellow or red "light" for each aspect on the checklist. This resulted in animated discussions on good and bad aspects of posters. A few posters got high scores for content, but low for visualization and structure, which means it is difficult to take in the content. At the end the participants determined that it is very different how people evaluate and decide for successful or failed aspects and methods of creating a poster and that it depends on culture and subject as well as on the type of conference and situation.

The Greenhouse

After the exercises Karin presented a practical example of how libraries can help employees to develop good presentation skills. The project "The Greenhouse" is a new professional continuing education course at Uppsala University Library. It started with the new goals for the library, where one of the goals was that the library should play a leading role in the Swedish and international library community. One of the ways to

achieve that is to be active in library networks and at conferences. But to reach this, librarians and other library staff would need information, support and time, and so the Greenhouse course was developed.

The first course of the Greenhouse started in January of 2013, with eight participants. All participants had an idea of a topic they would like to present at a conference, either a well formulated idea or a fuzzier one. During the course (four hours a week for six months) the participants worked on developing their idea by doing different tasks for a portfolio. They all did a time outline, an abstract, a poster, a digital presentation, a workshop outline and an oral presentation. The group had biweekly meetings with either lectures or discussion seminars. During the seminars all participants presented their portfolio task and got feedback by the group. They could also discuss current issues or problems with their idea or conference preparations, and that meant they also learned a lot from each other. At the end of the course all participants have either presented or applied to a conference. The good thing about the course is that none of the content was really new or complicated, but it gave the participants time to focus on their idea and a group of peers to discuss with.

Conclusions

It was interesting to discuss the question of the quality of conference oral presentations and posters. There is so much each person can do to give a good presentation, to train presentation skills and in that way deliver the content in a suitable practice. Obviously the context and the situation as well as the cultural background and the way of communication of scientific communities depend on presentation styles and skills. Furthermore people have different feelings and opinions to evaluate. There are also a lot of options for libraries to support their staff such as starting training courses for the staff, or simply offering options to present and get feedback within the usual working space.

Delivering content and starting discussions is the whole purpose of conferences, so maybe there is a role for conference organizers to facilitate and give more information and instructions to presenters, too. Maybe even offer a possibility for first-timers to practice and get feedback on their presentation in advance? Maybe EAHIL can be the first conference to give this type of assistance to presenters, and by that continue to be a conference where also beginners can contribute.

The members of JEAHIL Editorial Board asked some delegates at the Stockholm workshop “What will you take home?”

“Experience and confidence in using active learning methods, as well as comfort in knowing that so many colleagues elsewhere face the same challenges I do in my work” (Elena Springall)

“Fresh and positive ways of sharing experience and good practice (the Appreciative Learning and Fishbowl methods)” (Peter Field)

“New effective communication methods that give the opportunity for everyone to talk” (Ann De Meulemeester)

“Things I've heard that I have to look up.... new things useful for my new job function, new people I can contact” (Inge Discart)

“Working together in small groups and using the "Knowledge café" method in different ways. I really liked that method of discussing, sharing ideas and knowledge. That's the most impressive thing to take back. It has given me the inspiration to try different teaching methods” (Margareta Dahlbäck)

“The networking part of the workshop and to meet people from different countries to have a very fruitful exchange of ideas” (Janne Lytoft Simonsen)

Use of the *fishbowl* method for a discussion with a large group

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Is it possible for about 50 people to hold a discussion where everybody has a chance to be heard? Yes, when you use the fishbowl method (1, 2). This was demonstrated at the EAHIL Workshop in Stockholm in June where the method received a favourable review from the participants.

At the International Programme Committee meeting in December 2012, the present authors assumed the responsibility for organising the session *The role of the library in the learning process*. The following topics were selected for discussion:

- integrating/embedding information literacy in the curriculum;
- the challenges of teaching large groups;
- the demands on the library;
- teaching our users strategies for tackling information overload.

The fishbowl method was deemed to be suitable for the discussion as it allows all the participants to take part in the discussion at their will.

Method

Five-six chairs are placed in a circle and the other chairs are placed in concentric circles around them. The centre circle constitutes the fishbowl. A group of people sit in the fishbowl and discuss the topic whilst the other participants listen (*Figure 1*).

There are two forms of fishbowls: the closed fishbowl and the open fishbowl. In the closed fishbowl, the

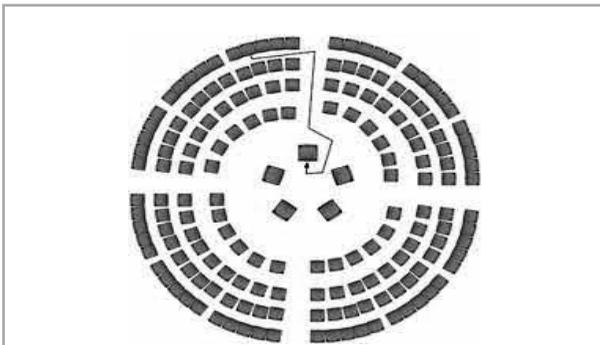


Fig. 1. *The arrangement of chairs in a fish bowl session*



Fig. 2. *The 5 participants who started the discussion: Güssun Güneş, Yvonne Hultman Özek, Elena Prigoda-Springall, Diarmuid Stokes and Dana Zdenkova.* Photograph by Ann De Meulemeester.

participants talk for some time and are then replaced by a new group. In the open fishbowl, there is always an empty chair so that a participant from outside the fishbowl can join in. Then one of the original participants must leave the fishbowl. Participants can leave and join the fishbowl as often as they wish. In both methods, only the members of the fishbowl are allowed to speak.

We decided on a variation of the open fishbowl. As preparation we had proposed that the participants read an article about the theme of the session, so the topic was fixed.

Before the workshop, 10 persons on the participant list were selected by the session organizers based on personal knowledge about their interest and experience with the topic. Of these, five were contacted prior to the workshop and were asked to be the first “fishes” in the fishbowl. All agreed to take part. These five participants gave a good geographical spread.

We sat up seven chairs in the inner circle (five for the experts and two vacant seats). For the outer circle we placed 43 chairs with easy access to the inner circle. At the session, we allowed the five chosen participants to speak for 15 minutes before we allowed the other participants to join the fishbowl.

The chair of the session (PF) acted as facilitator. One organiser (TA) acted as secretary, aided by the two remaining organisers (ADM and KI).

Use of the fishbowl method for a discussion with a large group

8:30-8:45 The facilitator explains the method.

The participants are encouraged to write their questions/comments on post-its.

8:45 The facilitator introduces the topics and the “fishes” start the discussion.

9:00 The fishbowl is open for other participants.

10:10 The facilitator summarizes and open the floor for a debriefing for the whole group.

The participants are asked to write a final conclusion on a post-it.

10:25 The participants are asked for an evaluation of the method.

10:30 The session closes.

Results

The five original participants started the discussion well. At first, the other participants were rather slow to enter the fishbowl, but this gradually improved and the discussion became quite lively. Only one person tried to join in the conversation from outside the fishbowl but was soon called to order both by the facilitator and the other participants.

One participant raised a question which was outside the topic. The facilitator was about to curtail this when two participants joined the fishbowl in order to answer the question. The discussion was allowed to run its course. This is an example of how one can see the fishbowl method as being “organic” allowing participants to direct the discussion towards their interests. The group seemed to be become self-regulating as those entering the fishbowl brought the discussion back to the original questions.

The secretary made notes on a flip-over chart and these were taped to the walls around the room as the discussion progressed. The evaluation of the method was also noted and the final comments were collected in. A summary of these can be found in the workshop notes at <http://eahil2013.kib.ki.se/?q=node/18> Session 13.

Discussion

The comments from the participants were generally good: “It was very good and positive experience.” “Liked the “organic” nature of the discussion.” “This method or similar to try at home!” “I got new ideas with colleagues. Have a chance to speak about what I want to say regarding the subject”. “You can choose a role: participant or listener depending on your comfort zone.”

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The facilitator chose not to dedicate time to each subtopic but to allow the discussion to follow its own course. The evaluation from some of the participants is that they would have preferred a more steered discussion with more moderating. However, it was interesting to see that the first subtopic “Integrating/embedding information literacy in the curriculum” was perhaps the least discussed, even though the article posted on the website as preparation for the session was on this topic and that the facilitator raised this question again at a point where the discussion was starting to flag. One participant commented that the method is not suitable for those with hearing impairments as it is not always possible to read the lips of the speaker.

Conclusion

“Fishbowl is a good way to have a manageable discussion in a big group. We all have so much in common.” This comment from one of the participants sums up our experience with the fishbowl method. It is indeed a good way to have manageable discussions in a large group of 50 people without even being noisy. Participants can choose the role they like, depending on the information they want to share and their own comfort zone. Some people liked the “organic” nature of the discussion and others preferred some more moderating and dedicated time to the questions. The facilitators noticed that during lulls in the conversation, it was useful to pose questions that provoked the participants’ interest. A simple question such as “Why not just train on Google Scholar?” brought some lively discussion to the fish bowl.

The facilitator is responsible for selecting the right procedure. On the one hand, when he/she does not intervene, he/she should accept the fact that the discussion can diverge from the topic, realizing it is of interest for the people attending. On the other hand he/she can decide to work with time-outs, with a certain time for each question and debriefing. The setup of the inner circle is a disadvantage for the hearing impaired. So when organizing a fishbowl it is necessary to give the speakers a microphone for a clear sound.

At the end of the workshop several attendees mentioned that they would try this method at home. We as facilitators liked the method because of the way the discussion went. But we realize that without the preparation of defining the topic and choosing a selection of experts, the start of the discussion would be much more difficult.

Support work on the electronic environment

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In the session *Support work on the electronic environment* (number 4), the participants brainstormed on how to support library staff, students, clinicians and researchers: we tried to define the electronic environment now and tomorrow and look at different tasks. This session belonged to the *Trends in Technological Developments* session. The facilitators of this session were Petra Wallgren Björk, Karen Buset, Hanne Munch Kristiansen and Johnny Carlsson. <http://eahil2013.kib.ki.se/?q=node/59#overlay-context=node/60%3Fq%3Dnode/60>

When the participants walked into the room and sat down by one of the two tables, we also chose the theme – unconsciously. The themes for the session were:

- *How to support work on the electronic environment: how to support library staff, students, clinicians and researchers.* Together we would try to define the electronic environment now and tomorrow and look at different tasks.
- *Experiences on the use of e-books: best practices for choice of physical devices, formats and acquisition methods like PDA (Patron Driven Acquisition), licensing and freely available material.* The group would discuss also how to market the above and how to make our customer use them.



Fig. 1. Brainwriting pool



Fig. 2. Results of brainstorming session

The method we used was a brainwriting pool: “where each participant, using Post-it notes or small cards, wrote down ideas, and placed them in the centre of the table. Everyone was free to pull out one or more of these ideas for inspiration. Team members could create new ideas, variations or the piggyback on existing ideas.

Our theme was: *How to support work on the electronic environment.* First we were asked to think about and write down some ideas and thoughts about the subject individually for 2 minutes. Thereafter we made groups of three people and had 5 minutes to brainstorm. With this little group, we went through our individual notes, searched for the denominators of individual Post-its and grouped them. Then we worked with the big group (25 people) for 50 minutes. Our first goal was to decide which two themes we wanted to discuss further. After we had put our little group items under broader headings

we voted, each participant had 2 votes. The results were: Access (10 votes), Teaching (5), Keeping updated (11), Staff needs (9), Marketing (1), Best practice (1). Our group focused on a discussion on *Access and Keeping Updated*.

About Access

Access is crucial whenever library resources are concerned. We should provide access in different ways. The interface should be easy to use! We discussed standardization which we found good to a certain point, but it should not affect development. It was the same with interface changes: the vendors should consult with users to find more user friendly solutions and libraries should be more active to give feedback to vendors. We also found ourselves to be dependent on internal policies and IT infrastructure. We should have more power when IT design for the customer interface is concerned!

About Keeping Updated

This subject we discussed in both library staffs' and end users' point of view. For end users, the aim is visibility! They need the latest literature and we need to communicate with them about new services. There are several ways for this communication: RSS, email, face-to-face, meetings with customers, attending the meetings of research groups, news in university magazines and intranet, library news, internet, social media (Facebook etc.). Our customers' IT habits and skills vary, so the library should be as flexible and customer friendly as possible. Our institutions comprise several types; it can happen that all social media is blocked, so other solutions require to be discovered.

For library staff to keep updated we need to follow the market (networking, to specialize, to get email alerts, to be active in social media). It is also important to concentrate in what is relevant to your work. Colleagues in the same field are valuable: there are many organizations where to find active colleagues, such as EAHIL and MELOW (the Medical Librarians of the World). We need to share our knowledge and it is our responsibility to keep our colleagues updated.

Walk and talk

After the groups were ready with their tasks it was time for the *Walk and Talk* session: for 20 minutes we had time to hook up with a friend from the other group, talk with her/him about what they had

discussed and what we had. The other group of 25 people discussed *Marketing and Patron Driven Acquisition* (PDA). In PDA the library decides the titles to acquire and only purchase if they are used. The group found some aspects required to be discussed: business models, portion of library's budget, language. In *Marketing* they took up issues such as: the new user groups who already have new reading patterns, current e-book formats, discoverability, how to connect virtual and physical libraries, and how to meet user expectations.

The whole session ended with a 3-minute-madness session: one person in each group summed up what the discussions' results were. It was really a great opportunity to go into minute details and discuss our subject thoroughly. Even if the beginning was somewhat messy it also gave each person the chance to participate: we needed to find ways to work together. In the 50-minute-group work-discussion we had the chance to hear each participant's own experience in the respective subject concerned, an excellent opportunity for benchmarking, too!



Fig. 3. *Summing up*



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EAHIL Workshop Stockholm, Sweden, 12-14 June 2013

Trends for the future

- Creating Strategies to Meet Challenges



The Vår Gård Hotel Bakery



Jesper Långström

When we first arrived in the beautiful hotel at Vår Gård Saltsjöbaden hosting the EAHIL Workshop, a delicious selection of freshly baked pastries was there to welcome us. Enjoyment and pleasure is the philosophy of this charming place surrounded by lilac bushes and with a splendid view of the fjord, and Jesper Långström, the Pastry Chef, was there to remind us that food is certainly part of this enjoyment. Three times a day, breakfast, lunch and dinner, Jesper opens his small bakery, located right in the heart of the hotel, near the bar and the reception, and offers a selection of his pastries. We could actually see Jesper preparing all sorts of goodies in his farm kitchen, cinnamon buns with muscovado sugar (from the Caribbean countries), butter buns, little vanilla sponge cakes, raspberry and strawberry tarts, cardamom cakes, savoury bread (like the one with pepper from Chile for the BBQ night) pastry rolls and typical Swedish specialties.

Between one session and the other we were all there tasting buns and pastries which were baked with only pure and natural ingredients in our grandmothers' rustic way. I thought this idea of the hotel bakery was great fun and decided to interview Jesper. I discovered that he is a professional chef who has worked in six different countries, throughout his thirty years of experience.

What I did not know was that he is also a TV celebrity! He presents a morning cooking programme on the Swedish Television. So if you want to watch Jasper at work, you can go to <http://www.svtplay.se/klipp/935623/jesper-langstrom-bakar-del-1>

Thank you Jasper, we all enjoyed your bakery products during the EAHIL Workshop!



Cakes from the Bakery

Federica Napolitani

EAHIL workshop 2013: First-timers reception

EAHIL values new members, and it has become a tradition at conferences and workshops to have a special welcome event for "first-timers". This year, at the 2013 EAHIL workshop in Sweden, we were about 15 first-timers enjoying the warm, sunny day at Vår Gård. We were invited to an informal gathering with sandwiches, pastries and coffee, to meet other first-timers and the EAHIL board members. It was really nice to speak to librarians from all over the world: Singapore, Canada, United Arab Emirates, and of course many European countries. Even the keynote speaker, Jonathan Eldredge from the US, was present, since he also was an EAHIL first-timer. The EAHIL president, Marshall Dozier, welcomed us to EAHIL and to the workshop with a little speech and a gift, a bar of soap and a card that said "Welcome to Sweden & EAHIL!" Two other EAHIL Board members, Peter Morgan and Karen Johanne Buset, introduced themselves and invited us to make contact and exchange experiences with each other. It was all very laid-back and everyone made us feel very welcome, which ensured a good start to the workshop.

Charlotte Aberg

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THE GALA DINNER

It is well known that one of the rewards, perhaps the most important, of participating in our conferences and workshops is meeting with colleagues, having live discussions with them, catching up with what they have done in the past year or years, professionally and personally. It is not unlike a big family reunion that leaves us feeling elated, stronger and more motivated to return to our own libraries and carry on with projects that sometimes looked too hard to fulfill. We can do this throughout the whole workshop or conference, during breakfast, coffee breaks, lunches, or even the sessions, but there is no better occasion to meet, chat and have fun together than **The Gala Dinner**. By the time of the Gala Dinner, most of the scientific program is over; we have already met or at least said "hello" to everyone, so all that is left is to relax and enjoy one another's company. No wonder that Gala Dinners are one of the highlights of our meetings.

And it was very much so at Vår Gård, the splendid venue of this year's EAHIL Workshop. The very character of the workshop, based on exchange of ideas and discussions involving every participant had already created a special bond, a wonderful friendly atmosphere which culminated on Thursday evening. We all gathered in the hotel lobby over a glass of champagne before going upstairs to the main hall where dinner was served. I should mention that our Swedish hosts had already spoiled us with their wonderful cuisine and the exquisite menus of breakfast, lunch and dinner from the previous days.

Personally I was very pleasantly surprised by the food in general, I had expected something more plain and bland... oh, how wrong I was! I had the opportunity to experience tastes and flavours as never before; every item on the menus was a summit of refinement, from the bread to the dessert, and many of you who were there know what I am talking about. Therefore we were anticipating another display of excellent cuisine, we even talked about it beforehand, and we were not disappointed! The starter was smoked salmon with greens and whipped butter with horseradish as a spread for the little fresh bread buns, accompanied by Portuguese white wine. The main course: veal medallion with selected vegetables, to go with French reserve red wine. The dessert was ice cream, mousse and fruit, flavours of choice. The presentation, the service, timing of the courses were simply perfect. The wine lightened up everyone, we all chatted and laughed, took photos, made promises for next year in Rome. The dining hall was alive with the collective humming of the voices; when coming from the silent garden outside, it seemed that everyone was talking at the same time.



EAHIL participants at the Gala Dinner

And of course, no gala dinner could end without the proper party, the dancing. The disco was arranged downstairs in the hotel lobby, leading to a large terrace overlooking the sea. Those who did not dance (very few) could sit on comfortable armchairs or on the terrace and sip the bar drinks served freely. But the music and the disc jockey conquered everyone; it was a good mixture for all tastes and ages... from which ABBA could not be absent of course. As for the finish of the party in a cheerful mood, giggles and shrieks in the small hours of the morning, our Swedish colleagues demonstrated the traditional style: a jump into the sea from the pier. Unforgettable!

Impressions from the Stockholm Workshop

Reflections and experiences from the EAHIL Workshop 2013, Stockholm



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The 2013 EAHIL Workshop welcomed the participants to beautiful surroundings in Saltsjöbaden, Stockholm. The tranquil and lovely surroundings were a perfect setting for the days of learning and experiencing new teaching and learning methods with international colleagues. The committee planning this workshop had performed an impressive job in preparing us beforehand for this workshop and making the program so relevant and interesting. We are both first-comers to an EAHIL workshop, and by writing this together we hope that by pooling our experiences we both gained extra perspectives as well as being able to continue this process of professional development that began in Saltsjöbaden. We are thankful to our institution for making it possible for both of us to attend. We had great benefits from attending our sessions and were only sorry that we could not manage to attend more of the program. Both of us followed workshops focusing on the trend *From teaching to learning* and attended these sessions:

- The opening session with keynote speaker Jonathan Eldredge: *Trends Analysis: An Evidence-Based Approach* showed us the use of the EBLIP process to analyze trends. His session also demonstrated some ways of creating activity and dialog in a large audience and included a survey on cognitive biases.
- *Success factors with new tools and methods of teaching* chaired by Saga Pohjola-Ahlin. The use of Appreciative Inquiry gave us firsthand experience of using this method and for sharing the results of the group's activity, the Knowledge Café method was used. The activities in the groups were concentrated on sharing success stories from teaching experiences and identifying important factors for successful learning activities and processes.
- *Great presentations* chaired by Manuela Schulz and Karin Byström was not linked to any specific trend. It used group work as method and began by showing a video presentation of how to do great presentations. We had all prepared a one-minute oral presentation beforehand, and making and holding the presentation for our group was good practice and for most of us quite challenging. The workshop also had a session evaluating poster presentations.
- During the *Role of the library in the learning process* integrating and embedding information literacy in the curriculum was discussed. The method used in this session was called *Fishbowl*. It is an interesting method which can be used in large groups to create a dialog between a panel and the audience.

Some experiences and reflections after the Workshop:

- it is important that the discussions are conducted by someone with experience in the method and who is prepared for the session – and the role of facilitator is an interesting one which we can see the need for in the library;
- we learnt about the Greenhouse project from Uppsala University Library, and it was inspiring to hear how they focused on personal and professional development. This is something we would like to copy at our institution;

Impressions from the Stockholm Workshop

- peer-to-peer discussions and exchanging of ideas and experiences are valuable and an important part of professional and personal development, and often generate new ideas as well. We also believe that it can be used actively in our own user sessions;
- we believe that to meet the future, employees of libraries will have to step outside our comfort zones, thinking outside the box. It might be especially important when meeting our different user-groups. This workshop showed us some techniques for getting started;
- the medical library can act as trend-setters in their institution in interactions with our users as well as using different methods for our own organizational development; in evaluating the different methods we found appreciative inquiry especially interesting and inspiring, and will try to make use of it in our own institution. We also would like to try the different methods for active communication with large groups;
- Evidence-Based Library and Information practice is an ongoing process, and takes time and effort but is also an inspiration for further developments in our own teaching practices;
- we felt that sometimes we could have used more time than that allotted to a particular session;
- we experienced learning on different levels and realize that we could have come even better prepared for the workshop; it is a great help that the notes from the workshops will be available on the website.

As already mentioned Vår Gård is an amazing place. The social program was varied, with both a barbecue in the rain and a lovely gala dinner. The art tour on Thursday with knowledgeable guides showed us art treasures at Vår Gård from many art periods. Great food and excellent service from the staff also underlined the good atmosphere that characterized the days in June. A warm reception where we received our bags made from copies of old Swedish patterns, made everybody feel very welcome from the outset. Working in small groups made the social climate of the conference relaxing and being in a small place made us quickly feel included. We enjoyed getting to know participants from many countries, sharing ideas, challenges and knowledge. Thanks to all participants for an engaging workshop and thank to EAHIL and especially Anna Kågedal and Lotta Haglund for taking the initiative to and developing this successful workshop.



Inga Znotina

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Before the EAHIL Workshop I was very excited because it was my first experience to take part in an international event. Although I had read the materials sent and had thought over my themes, I was not entirely sure how this would turn out. I was a little scared going to Stockholm, because this year I was the only participant from Latvia. However, there were no reasons for concern and my impressions are unmatched: it was an unforgettable event of unique experiences and emotions.

Many thanks to the organizers who had worked extremely seriously and thought of all the details. I think it is not easy to use a variety of methods for such a diverse group but it was a great success. Many thanks to the LOC for their excellent job. Since my topic of interest is linked with training and teaching, then, of course, I enjoyed the first day of group work. I learned through the experience of others, which I will try to apply in my lessons for students in September. This is the best kind of event – to gain practical information on how to improve and develop your own work and I hope that my experience will be useful for someone else in turn. I am very interested in everything related to mobile technologies. Unfortunately, in this group I was a listener, because in our country this field is still not well

Impressions from the Stockholm Workshop

developed, so that was why I had no experiences to share. I obtained a lot of information, but in order to apply this I will have to wait. I wanted to know a little more on the methods of how to apply the applications and how to evaluate its efficiency. The positive message that I came back with is the desire not to stop: to implement new things, you have to fight! And it was the experience of others that has given me the energy and fighting spirit. Thanks also to the organizers for the possibility to listen to the very interesting presentation by Jonathan Eldredge, which was so different from the usual openings, with its warmth, friendliness and openness. It was a nice start to the whole workshop, which relaxed me and encouraged me and I forgot about my not so good English skills. I think, it is important to invite experts not only from the European countries, but also from other countries, because it is a different experience and point of view which gives the inspiration for further work. If I have to mention any disadvantage of the event it was the quick change about places at the tables, but I do not perceive it as a lack. Sometimes I had an interesting discussion, that I wished to finish but then I had to move to find new members for another discussion. I am very grateful for the scholarship. It was a unique opportunity to meet people who feel the same way.

Madeleine Still

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I was lucky to receive one of the six EAHIL/EBSCO scholarships to attend the recent workshop in the beautiful surroundings of Vår Gård, Stockholm. I would like to say thank you to EAHIL and EBSCO for this opportunity, and also to Health Libraries North who supported my travel to the workshop. The theme of *Trends for the Future* was naturally appealing to me; however, what really interested me about this workshop was the different methods used in the sessions. The idea that knowledge is created through conversation was definitely in action throughout this programme – not only did it enable us to discover more about trends and how we can make use of them to support our customers, but it also allowed plenty of time to get to know our fellow workshop participants. If you had asked me before I left for Sweden what I thought I'd be doing there, I certainly wouldn't have said I'd be demonstrating my (lack of) surfing skills during the keynote speech, but that's what happened as Jonathan Eldredge encouraged us to "ride the waves" of emerging trends in librarianship during his humorous and interesting introduction to the workshop.

The second day brought the chance to attend the policies, strategies, impact and quality session, in which participants shared their experiences and documents as a basis for discussion. Understanding practices from other types of libraries and different countries led me to think about how I can measure the impact and quality of my service and develop a more rigorous strategy to take forward.

I was also able to attend the open space session, where small discussion groups were formed using the "law of two feet" (that is – move on to another group or start a new one if you are not contributing and learning). As with the other sessions, the diversity of participants' backgrounds and experiences meant that we had a number of interesting discussions on topics from how to best support researchers to the role and value of discovery systems. The gala dinner was an excellent time to enjoy the hospitality of Vår Gård while chatting with new and old friends, and the dancing afterwards was enjoyed by all.

The final day started with the much anticipated mobile technologies session, in which participants used the knowledge café method to share their thoughts and experiences on licensing new apps, how to support and train our staff and our communities to effectively use mobile technologies, and how to think strategically about their marketing and implementing mobile services. The last session of the day was on "future library staff", where we were able to identify which competences might be required by new librarians to be able to work with the trends discussed throughout the programme. During the AGM we were able to see what the conference in Rome next year might look like, and were all encouraged to attend. I sincerely hope that I will be able to be in Italy for this conference and since I learned so much and have been able to develop my practice through this workshop, I can only recommend that you try to get to Rome too.

Impressions from the Stockholm Workshop



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First of all, I am very thankful for having been awarded one of this year's EAHIL-EBSCO Scholarships which made it possible for me to participate in an EAHIL Workshop for the first time. In Germany it is still not common practice for librarians without leadership positions to attend international meetings. Without the scholarship and the additional support by the German Medical Library Association (AGMB e.V.), for whom I also want to express my gratitude, I would not have been able to embrace this new opportunity. I was amazed by the atmosphere that reigned during the three intensive Workshop days this June. Not only did the beautiful landscape and location of VårGård within the archipelago of Stockholm present a very inspiring environment, but also the friendly and open ambience amongst medical librarians from all over Europe and the world, was certainly something that I took delight in. Right from the start I felt very welcome and it was easy to make contact with the other workshop participants.

The EAHIL is a notably inclusive community and as such a great place to exchange experiences, share tips and receive feedback. I am glad that I have at last discovered this after five years of working within a Medical Library and I am sure it will be a great help for my job. The Workshop was especially interesting because it did not only comprise the presentation of new projects, practices or products, which I also enjoyed, but it also dealt substantially with the different methods used in each session. One of the sessions I expected the least, frankly speaking, thus became one where I learned the most. I am referring to the session about Open Access, where the facilitators (Witold Kozakiewicz and Marshall Dozier) introduced the Opinionator Triangle, a method designed to have participants advance a certain opinion although they do not agree with it. This was how I found myself arguing against Open Access for the first time, and was surprised about how this shed light on a different point of view. I was also positively surprised by the last session *Future library staff*. It was impressive to see that it was possible to maintain the workshop character even though approx. 120 people participated. It was a great motivational stimulus to realize that most of the European colleagues see themselves confronted with the same challenges that I have experienced at my workplace and are able to discuss and develop strategies to approach them.

The insight sessions, the numerous conversations and new encounters with other professionals working in all different kinds of Medical Libraries and within diverse settings made the attendance of the workshop more than worthwhile for me. I can only encourage all medical information specialists, especially the young and emerging ones like myself, to come to an EAHIL workshop or conference and plunge into the EAHIL community. It will change the way you work!

Impressions from the Stockholm Workshop



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First, I wish to express my gratitude to the EAHIL 2013 Workshop organizers and the EAHIL Board for having granted me the scholarship offered by EBSCO to attend this event. This was the first time I had participated in an EAHIL workshop and I must say it really surpassed my expectations. It already seemed to be something different when the trends and topics were indicated on the web page and you had to contribute with your own proposals.

The trends on which the sessions were based are really hot topics for European librarians: funding, teaching, learning, open access, sustainability... As explained by Jonathan Eldredge we have to surf among all these waves and face them the best way we can.

Nevertheless, this Workshop not only presented these topics to us, the sessions were organized to make us reflect and share our knowledge, expertise, expectations, fears, problems and day to day work.

I personally attended the following sessions:

- *Policies, strategies, impact and quality*, extraordinarily conducted by Ronald Van Dieën, We had the opportunity to reflect on the necessity of giving a value to our libraries which, I think, is of the greatest importance in these times, as well as aligning the library strategies with our organization goals;
- *Is there a role for librarians in managing research data?* Here we reflected on library support for researchers and how to approach our users;
- *Open session on topics related to the trends*. An extraordinary method of keeping our brains moving after the magnificent lunch. We exchanged our thoughts with everybody in the room, as Cecilia Petersson didn't ever allow us to sit down. Well done!!
- *Strategies for supporting open access and open data* where the method was the Opinionator Triangle. Only if you really know the arguments of the different positions, can you confront them.

I must say that what was really amazing was the way we were motivated to participate and interact with colleagues, being able to exchange our expertise and working models. This was an excellent opportunity to share our concerns and explain how we manage at work, being from different countries, libraries and with different points of view.

I can assure you that I brought back a lot of good ideas to apply at our library, the Andalusia Health e-Library, both the knowledge I acquired and the techniques used to facilitate such dynamic interaction. The know-how of the organizers and the comfort of the venue provided the perfect combination to fulfill the aim of this kind of events: to know other colleagues, learn about ways of developing and finally apply their methods to your own workplace. I am really grateful for having enjoyed this opportunity and I am looking forward to meeting these excellent professionals on other occasions.

Impressions from the Stockholm Workshop



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This year I applied for an EAHIL scholarship in order to participate in the EAHIL Stockholm Workshop *Trends for the future*. I was extremely happy to receive a letter from Peter Morgan, who informed me that I was one of the six people to receive this scholarship. I would like to thank the EAHIL Board for scholarship that made it possible for me to take part in this workshop. It was my first time at EAHIL. This was a good opportunity to meet my colleagues from other countries. Last year one of my colleagues attended this conference and she shared her experiences. EAHIL Workshop gave me the opportunity for an active participation. I noticed that it was different to be there personally. The workshop's format was interactive discussions with very different methods: appreciative inquiry, fish bowl, deep dive, speed dating and so on. The whole program was very interesting.

I work in the library of Tartu University Hospital. One of my main tasks is to teach to the medical staff how to use medical databases, e-books and e-magazines. To get the correct information one must be able to orientate in internet based databases. Internet research skills of medical staff are very different. We try to improve these skills with our work. For two years now we have used a new method – e-learning in Moodle internet environment. E-learning allows us to teach bigger groups.

In order to improve our teaching skills and to try out other methods I took part in a workshop entitled Success factors with new tools and methods of teaching concerning the Appreciative Inquiry method. The method focuses on building on what is functioning well rather than on what is not working. The idea of the method is the belief that every organization and every person has positive experiences that can be shared with others. Through an inquiry which appreciates the positive sides you ask questions like “What’s working well?”, “What’s good about what you are currently doing?” The participants are divided in groups of 6-8. First of all I had to write keywords for my good teaching examples. Then we did interviews in pairs. The aim was to find out about other persons’ good examples and experiences. After that we had to share with our group the information we received during the interview. Then I presented my colleagues’ stories in the next group session.

At the end, each group presented the summary of the qualities and skills that are necessary while teaching. I really enjoyed this workshop. I also listened with interest the quick presentations. During the workshops and the breaks I had an opportunity to share my experiences in e-teaching of databases with other colleagues. Also I got information and learnt from my colleagues. The workshops gave me practical tips and suggestions which I am going to use in my work.

In the beautiful background of Vår Gård, those three days of workshop flew very quickly. The participation in this workshop was a great experience for me. I look forward to taking part in future conferences.

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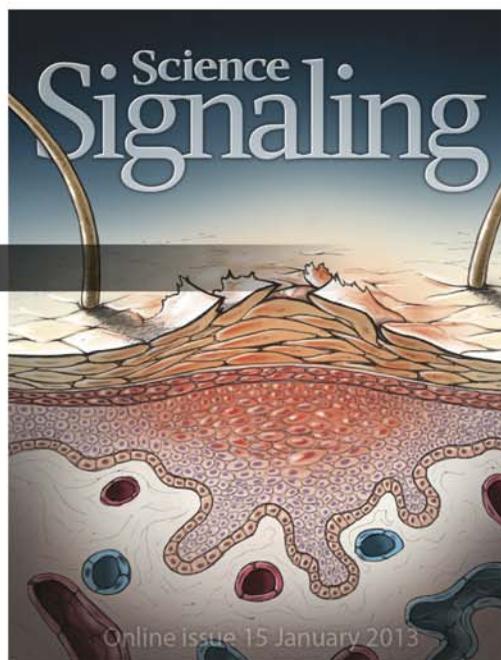


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14th EAHIL 2014 Conference



Divided we fall, united we inform
Building alliances for
a new European cooperation
Rome, Italy, 11th - 13th June 2014



Welcome to the 14th EAHIL Conference

The Istituto Superiore di Sanità (Italian National Institute of Health) in collaboration with EAHIL has the pleasure to invite all the European and International biomedical librarians to the 14th edition of the association conference that will be held in Rome in the prestigious venue of the National Central Library of Rome.

We are confident that the conference will have a large and skilled participation of colleagues, both for the interest of the topics that will be discussed and the cultural richness of the place.

It will be a wonderful opportunity to share exciting professional experiences and unforgettable moments of social life.

We are waiting for you!

Important Dates

- Opening of call for papers: September 1, 2013
- Deadline for submission of abstracts: November 15, 2013
- Notification of acceptance/rejection: January 15, 2014
- Deadline for confirmation of author participation: January 31, 2014
- Deadline for text for Conference Proceedings: April 15, 2014
- Registration opening: March 1, 2014
- Deadline for early registration: March 31, 2014
- Last day of registration: April 30, 2014

Conference Venue

The Conference will be held at the National Central Library of Rome



Continuing Education Courses

The Courses will be held at the Istituto Superiore di Sanità

For further details please visit the Workshop website www.iss.it/eahil2014

[Collected during May to June 2013]



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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. Dalton M. **Developing an evidence-based practice healthcare lens for the SCONUL Seven Pillars of Information Literacy model**

Journal of Information Literacy. 2013;7(1): 30-43

The SCONUL Seven Pillars of Information Literacy model was revised in 2011 to reflect the interpretation of information literacy in today's environment. Subsequently, a number of lenses have been developed to adapt the core model to different contexts and user groups. This study develops a lens that aims to reflect the unique information landscape and needs of evidence based practice (EBP) in healthcare. Healthcare professionals across medicine, nursing and allied health disciplines were interviewed to explore their understanding and awareness of the clinical information seeking process and behaviours. This information was then used to construct an EBP lens using familiar healthcare terminology and concepts. Health Science librarians can use this lens as a framework to inform the design and structure of information literacy programmes for clinical staff. Further insight may also be gained by measuring the impact and effectiveness of the lens on information literacy levels and practice at a local level.

Available from: <http://dx.doi.org/10.11645/7.1.1813>

Abstracts

1. Brewster L *et al.* **Mind the Gap: Do librarians understand service user perspectives on bibliotherapy?**

Library Trends. 2013;61(3):69-586

Bibliotherapy schemes aim to improve mental health and well-being. Schemes focus on engagement with either imaginative literature or self-help texts and are now commonplace in UK public libraries. Impetus for bibliotherapy schemes was influenced by health policy and a drive toward partnership working. There is a recognized need for in-depth evaluation of bibliotherapy services; the lack of evaluation is problematic, as the schemes are designed without reference to service user perspectives. There is a need to identify and analyze usage to assess effectiveness of the schemes. Drawing on data from interviews and focus groups with library and health professionals and service users, this article explores the service provider and service user perspective on bibliotherapy schemes. It concludes that – for service providers – there is a lack of clarity and

understanding about how bibliotherapy works, and this impacts on the experience of service users. While service providers and service users share a common goal of improving mental health and well-being, their understandings of bibliotherapy differ, meaning there is a potential gap between service provision and service user needs. The article concludes that in-depth research influenced by user-centered design principles, may help to improve services in practice.

Available from: http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/library_trends/v061/61.3.brewster.html

2. Salvadores M *et al.* **BioPortal as a dataset of linked biomedical ontologies and terminologies in RDF** Semantic Web. 2013;4(3):277-284

BioPortal is a repository of biomedical ontologies – the largest such repository, with more than 300 ontologies to date. This set includes ontologies that were developed in OWL, OBO and other formats, as well as a large number of medical terminologies that the US National Library of Medicine distributes in its own proprietary format. We have published the RDF version of all these ontologies at <http://sparql.bioontology.org>. This dataset contains 190M triples, representing both metadata and content for the 300 ontologies. We use the metadata that the ontology authors provide and simple RDFS reasoning in order to provide dataset users with uniform access to key properties of the ontologies, such as lexical properties for the class names and provenance data. The dataset also contains 9.8M cross-ontology mappings of different types, generated both manually and automatically, which come with their own metadata.

Available from: <http://iospress.metapress.com/content/4mut1t3p76662806/?p=9ea011ff9b0c440b960993842ee8e5d4&pi=7>

3. Isfandyari-Moghaddam A *et al.* **The status of information technology in Iranian hospital libraries: A comparative study of library managers' attitude**

Program: electronic library and information systems. 2013;47(3)

Purpose - This research aims to compare the attitude of the managers of libraries located at Iran, Tehran and Shahid Beheshti Medical Sciences Universities' training hospitals on the status of information technology (IT) in the mentioned libraries. Design/methodology/approach - This study employed a researcher-made questionnaire. The managers of forty hospital libraries of Iran, Tehran and Shahid Beheshti Universities formed the population of the research. To analyze the collected data, the statistical software SPSS (version 17) was used. Findings - Results showed that 12.5% of Tehran, 15.6% of Iran and 25% of Shahid Beheshti universities library managers agreed to a very large extent on the application and development of IT and its tools and 93.7% of the managers from all the three hospital libraries deemed the application of IT most necessary. The managers believed that the greatest advantage of IT is concerned with the reduction of human efforts (59.4%), and 100% of the managers acknowledged the need for further promotion of their skills in a wide variety of IT issues. 16.1% at Tehran, 12.9% at Iran and 29% at Shahid Beheshti University considerably approved of formal education for the promotion of their librarians' skills. Originality/value - This study is a step towards acknowledging the contribution, status, and value of hospital libraries to the Health Sector by the library managers in theory and practice in the shadow of considering their librarians as network experts, information media and system designers, and technology experts.

Available from: http://www.emeraldinsight.com/journals.htm?articleid=17090696&WT.mc_id=journal_tocalerts

4. Lifang Xu *et al.* **Internationalization of Chinese STM journal publishing**

Publishing Research Quarterly. 2013;29(2):190-196

Over the past two decades, China has witnessed a market-oriented reform that created real market players and removed institutional hurdles for its scientific, technological and medical (STM) journals' international development; it has kept enhancing the journals' editorial forces, which not only upgraded editorial staff's international communication skills but also facilitated the journals' international collaboration with their foreign counterparts; it has also adjusted the journals' publishing workflows and established a quality-control mechanism centered around peer reviews; and it has tried to internationalize both the journal publishers' productions and services. Under the above-mentioned endeavors, Chinese STM journal publishing has achieved its initial internationalization progress.

Available from: <http://link.springer.com/article/10.1007/s12109-013-9309-4>

A kingdom for a strategy



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Strategy is a big word. Everyone would like to have a successful strategy, but do you know a medical library which already has one? The following article attempts to explain or define this subject to an understandable level in order to make it easier to apply in everyday practice.

“The time of the medical library may have expired”, sighs Else Immel, the Chairwoman of the German Medical Libraries Association. Just two minutes before, the Head of the Medical Library, Duisburg had been bemoaning the current trends with her on the phone. This was the third depressing conversation that week! *The doctors no longer come to the library; the students want to lay off librarians in order to buy more textbooks; the Dean refuses all requests for a higher budget and everybody has begun to regard the library as a social meeting place only.* To summarize: decreasing gate counts; no support; the closure is near. Else mutters to herself: “I cannot stand this anymore!” The whole situation has begun to affect her badly. What should she say to that caller and what can she advise? There appears to be no easy remedy either! Some libraries – such as the one at Duisburg – are becoming deeply affected by the negative tendencies, while others seem to be immune and remain incredibly powerful. Pondering with her empty cup in front of the coffee machine she decides that what is required is a checklist of all the increasing negative tendencies. Maybe this would result in an indication of the causes and if the causes are understood, maybe the solutions would be not far away.

Else’s list of negative tendencies:

- the demands of the users are always increasing;
- the digital experts think they are no longer dependent on the library;
- electronic teaching tools, e-learning, digital learn flow, MOOCs¹: this all makes students independent of the learning center which is called “the library”;
- frustration over lack of support, “Why is the library not helping me with my thesis (grant application, publication, statistics problem, patient education)?”
- no one visits the library anymore, no one knows the library anymore from the inside. Invisibility equals unimportance;
- continuous price increases and fixed budgets;
- never before has there been so much available online;
- everything seems to be open access or available through national consortia;
- return of investment: when room and resources are scarce, the library will be assessed thoroughly: “What does the library really do for the organization?” Many libraries are totally unprepared to answer such questions.
- users and decision makers have a lack of understanding of the tasks of the library: “I do not know what they’re doing anyway”.

¹MOOC = Massive Open Online Courses.

The list is even longer than Else thought originally and she now realizes why more and more universities think they do not need a library anymore! And the medical libraries will be hit first, since they were the first to make everything digital. Resolutely she picks up the phone. There must be a reason for the success, something that connects these successful libraries! In no time she has phoned all medical libraries – but to no avail: apparently they have no similarities but every library does different things and they are all characterized by the fact that they act purposefully. Yes, the telephone calls had confirmed that these libraries were led by a sound management, which acted with foresight and purpose and... who had a plan... not only a plan but... a *strategy*!

Did her library have a strategy? Ok, her library had a variety of marketing tools which strengthen customer loyalty and reputation. But could that be called a *strategy*? And yet, she consoled herself, everything had been a clear statement of the desired position of the library in the faculty and thus very much thought strategically. For example:

- the 24h delivery service for journal articles was the result of a strategic (economic) decision: the library continues to offer everything (as a substitute for cancellations), but not everything at once;
- the selection of which journals to cancel was the result of a strategic (political) decision too: after Else had involved the clinic directors in the decision, they felt they were taken seriously and she herself was out of the firing line;
- the employment of a Facebook expert was the result of a strategic (marketing) decision: Else's library thus was able to deliver news and relate to customers via this important communication channel.

Lingering for a moment on the faculty certificate that hangs over her desk, *For the outstanding support of research and education through the library* Else believes in retrospect, that many of her decisions had proved to be correct. These decisions had formed the strategic direction of the library, even if often she had not realized it. Without doubt, in the midst of a rapidly changing environment, she had always kept a clear strategic vision of the impact of her library.

The common point of the successful libraries now has been discovered: *strategy*. Obviously each one had found another niche, another top-notch service to become indispensable on campus! The conclusion is that: successful libraries are successful because they have a unique selling point! Formerly libraries were very successful with their business model of lending textbooks, but this unique selling point was lost somewhere in the digital area. Apparently, the leading libraries have now developed new unique selling points that make them independent of budget and physical media. Else once read something about it on Wikipedia². Finally she lists all the potential unique selling points of the libraries.

Else's list of unique selling points

- support for computer security questions;
- (social) meeting and learning center;
- librarians with smartphone and tablet skills are becoming closely networked with engaged IT, faculties and doctors;
- competence center for information. Librarians have unique skills of providing information literacy;
- whatever questions one may have, the librarian is on call and willing to help. The library is the Number One reliable and trustworthy service provider for information on campus.
- expert librarians with universal knowledge of the automatic monitoring of the health and fitness levels with the aid of biosensors, gadgets and apps (Mobile Consumer Health);
- genomics: librarians with expertise in the field of genetics, bioinformatics, and statistics can answer questions about genetic defects and disease forecasting;
- help with information on publications, impact factors, open access, copyright;
- center for evidence-based medicine. Supplier and informant for all sources of EBM;
- virtual education: libraries entangle tablet PCs, digital teaching materials, and lectures to a fully-digital learning environment.

Else reflects now that just as individuals, libraries could make out their own personal strengths and views how others perceive them. Libraries are just like individuals. They are all quite different, have their own strengths and weaknesses, their own environment and therefore their own opportunities. The successful libraries have known and used this secret for achieving their goals. Tomorrow Else's findings will be accessible to all medical libraries in a strategy paper. It would be ridiculous if library closures cannot be halted!

² http://en.wikipedia.org/wiki/unique_selling_preposition

³ H.Rampersad: A new blueprint for powerful and authentic personal branding. *Perform Improvement*. 2008;47(6):34–7. <http://dx.doi.org/10.1002/pfi.20007>

Letter from the President



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Dear Colleagues,

As I write this letter, I'm updating readings and preparing activities for a couple of courses next academic year as part of the fully online MSc Digital Education (online.education.ed.ac.uk), and I'm also finally finishing reporting on sessions I participated in during the 2013 Workshop in Sweden. Working on both has made me notice some parallels between organising unconference sessions and online courses that I'd not observed before. I'm curious to know if this is similar to your experience or if you see things differently?

Preparation in advance

Delivering an unconference session or an online course both require more advanced preparation in comparison to 'traditional' formats. Of course in a traditional conference, the speakers must prepare their talks, and thinking about the role of a plenary or keynote facilitator, there is the preparation of introductions, checking that presentations are loaded, that there is suitable equipment in the venue. But the logistical formats of – and attendee roles within – a standard conference presentation are generally well-established and require very little 'scaffolding' especially very far in advance. In designing an unconference session, more detailed consideration needs to be given to: the suitability of the session format to the topic in hand; the requirements for furniture and its arrangement for the session's activities; additional equipment or stationary; and not least, clear understanding and communication of everyone's roles in participating. In preparing an online course, I tend to make the complete course available from the outset – even when it's a 12-week course. This means setting up all the content and readings, including copyright clearance, in advance. Whereas with our face-to-face courses, detailed content preparation tends to happen one or two weeks in advance of delivery, and photocopies of adjusted handouts sometimes made just before a class. Complete availability for an online course is not essential, but we've found it works well for our online learners, who are adults usually taking the course on top of full time work and having to fit reading and coursework around work and family commitments. So, access to all the course materials at the start gives them more opportunity to plan and accommodate all the demands on their time.

Deceptively highly structured

It is my perception that the more successful unconference sessions are highly structured, probably more explicitly so than 'traditional' conferences with parallel sessions and plenaries. This was unexpected for me. I think this is not clear in the term 'unconference' to the extent that prior to helping with planning and participating in the Stockholm workshop, I had had (out of ignorance) an assumption that sessions were more 'spur-of-the-moment'. My comparison with 'traditional' conferences is probably based on my view that the structures and activities of

News from EAHIL

traditional conferences are fairly standard and more commonly understood, so there is a lower cognitive load in understanding and arranging for logistical requirements as well as for providing guidance on new activities to participants. Unconference sessions may also require the more 'props' to support and record the participants' collaborative activities – like pens, paper for posters or other materials – and these props must be appropriate to the design and activities of the session.

Similarly, I've found that having a very clear structure helps in online courses where individual students are anywhere in the world, logging into the course site at different times of day or night, from any time-zone. It is helpful to: divide the course into blocks, whether they are thematic or linked to weeks; clearly describe activities; provide links to readings with careful indications of which are core readings and which are optional extras; give plenty of advanced notice of synchronous meeting dates; give clear assignment descriptions and advanced notice of submission deadlines. It is not that the course participants need any 'hand-holding' but rather I think that they are trying to juggle course participation along with all kinds of other demands on their time and having a very clear structure helps them to plan; and also there generally isn't face-to-face contact which I'd argue can more easily allow peer support and ad hoc guidance while a course is still settling in.

Expectations need to be clear

Both an unconference and an online course need clear instructions for the participants, including expectations of preparation, levels and types of participation, and also behaviours. With an unconference where the format of the session may be unfamiliar, I think clear expectations make it easier for people to participate more fully – quite simply they have less uncertainty. This may range from broad expectations (like the statement, 'be prepared to step out of your comfort zone') to more specific instructions about activities or behaviours (such as, 'this is a brainstorm – let the ideas flow and build on them, rather than shoot them down'). I think this is necessary for the unconference to feel like a relatively safe and supportive place, where it is fine to express uncertainty and share ideas that need further development. The products of the sessions at the Stockholm workshop also seemed to be important, whether it was a record of discussion, key points for action, or, for example, having developed a particular skill.

For our online courses we also set ground rules – for example in the discussion boards we ask for respectful and constructive debate, and encourage students to share even 'half-baked' ideas. Closely linked with the point about the course being highly structured, we also tend to specify things like which readings will be read at which online meeting. We also try to be very transparent about the expected levels of input from participants – both in terms of frequency (for e.g. discussion board participation) and quality of academic discourse for assessed work.

When to let go? Embrace uncertainty

Having said all of this about planning, structuring, ground rules... I think another similarity I see is the need to 'let go' as an organiser, since the dynamic of the event or course needs to be centred on the participants. One important element for me of the Stockholm workshop was the community of professionals who share knowledge and expertise, and also constructively challenge one another. To a large extent, then, it's not possible to know exactly what the outcomes of an unconference session will be, and that needs to be accepted.

Similarly with our online courses, the participants are working professionals with a great deal of experience in a variety of contexts. It's important that they recognise their own experiences are valid, and as teachers we can also learn a lot from what participants share. Ideally we can foster a community of learning with a social experience and mutual exchange that can enhance and deepen reflection on course topics.

I have a feeling that the Stockholm workshop will become legendary in EAHIL's history. I'd love to know your views on these thoughts and your own experiences of the workshop or online teaching – shall we have a group discussion on the EAHIL email list?

Sending all best wishes,
Marshall

MeSH-related activities – The MeSH Special Interest Group 2012-2013

GunBrit Knutssön

Karolinska Institutet University Library (KIB)
Co-chair

Maurella Della Seta

Istituto Superiore di Sanità (ISS)
Co-chair

EAHIL Workshop 12-14 June 2013

The MeSH-SIG meeting of 2013 took place on June 12 at the Conference Center, Vår Gård out in the Stockholm Archipelago. It was a sunny day and we – only three participants – sat on the veranda discussing and reporting MeSH-related activities performed since the Brussels meeting in July 2012. We, the participants, were the same three as last year: from Italy – Maurella Della Seta, Istituto Superiore di Sanità (ISS), Norway – Sigrun Espelien Aasen, The Norwegian Knowledge Centre for the Health Services (NOKC) and Sweden – GunBrit Knutssön, Karolinska Institute University Library (KIB). We started the meeting pondering over how to attract more members to the MeSH-SIG. MeSH is translated into more than 15 native languages and the majority of the translations are updated annually but only three of the 15 countries working with translation are frequent EAHIL participants. We decided that it would be a great advantage for the MeSH-SIG to cooperate/share experiences with for example, DIMDI (Germany), INSERM (France) or The Czech Republic National Medical Library.
<http://www.nlm.nih.gov/research/umls/sourcereleasedocs/current/MSH/>

Update on MeSH-related activities in Italy, Norway and Sweden 2012-2013

During the last year, besides the routine translation of new MeSH terms, the Istituto Superiore di Sanità has been concentrating on translating Entry terms (synonyms). There are thousands of synonyms in the MeSH vocabulary. Efforts have been put on the A (Anatomy), C (Diseases), and E (Diagnosis and Therapeutic Techniques) trees – less on the D (Chemicals and Drugs) tree since many descriptors in this category follow standard nomenclature rules, thereby reducing the need for synonym terms. Today the Italian MeSH consists of approximately 45,000 terms, 26,853 of these are preferred MeSH-terms. The ISS has implemented a link connection from the Italian MeSH database to PubMed to make it possible to perform searches in PubMed with Italian MeSH terms. The ISS has also received a grant from the National Ministry of Health to create a portal for Patient Information. The portal is inspired by MedlinePlus and the information collected will be indexed with Italian MeSH terms. Within the activities planned for the portal, an Italian MeSH APP is being developed and will be released for different mobile products.

At the Norwegian Knowledge Center for the Health Services, responsible for the Norwegian MeSH translation, a lot of time is spent on administration and promotion of the Norwegian MeSH. A central task is still raising money to be able to continue the translation work. Today the Norwegian MeSH consists of 15,000 preferred MeSH-terms and 53,000 terms including Entry terms. Time has been spent on formulating a method for quality assurances of terms which all experts have to agree on and follow in connection with proof reading. The experts are paid and responsible for the approved terms. Lectures and meetings have also been arranged. Articles have been published in several Norwegian journals to promote the Norwegian MeSH under titles such as *Cleanup in the terminology jungle and Medical Subject Headings – soon in Norwegian*. The articles can be read at the Current Research and Information System on Norway's webpage www.CRISStin.no

The project leader of Norwegian MeSH visited NLM in the autumn of 2012 to learn more about the work done to enrich MeSH and the use of MeSH in MedlinePlus. The NOKC has decided to index all systematic reviews published by the institution, including national guidelines and clinical procedures published on the portal – the Norwegian Electronic Health Library, in accordance with the Norwegian MeSH. www.helsebiblioteket.no. Health authorities in Norway have collaborated on common structures for health information on the web and sharing information for several years. A Norwegian Health Information Portal for professionals and laymen has now been agreed upon and the Norwegian Directorate of Health has decided to use the Norwegian MeSH for indexing and navigation on the platform. This is a good choice since MedlinePlus is using MeSH for indexing and navigation and the International standard ISO 13119 “Health informatics – Clinical knowledge resources – Metadata” published in November 2012 recommends under 4.4.2 Subject and scope: “Specification of content: this shall be indicated by one or several Medical Subject Headings as defined by the US National Library of Medicine ...” www.helsenorge.no

News from EAHIL

The Karolinska Institutet University Library (KIB) has been producing a Scandinavian database called SveMed+ since 1982. The database is built in the same way as Medline/PubMed and indexed according to MeSH. Today approximately 100 Scandinavian journals within the biomedical field in the Scandinavian languages including English are indexed in the database. There are four people involved in the indexing for the database; three of the journals indexed – the Scandinavian Medical Journals – are indexed for PubMed. KIB has MeSH indexing expertise since the 1960s. There is a close connection between the indexing and the MeSH translation work. It is the same people who index for PubMed and SveMed+ who work with the translation. The indexers are constantly keeping their eyes open for new medical expressions and synonyms in Swedish to be included in the Swedish MeSH. The articles in SveMed+ are indexed with English MeSH terms which are mapped to the Swedish translation and this makes it possible to search both with Swedish and English MeSH terms in the database. Recently Norwegian MeSH terms were added to the mapping system making it possible to perform searches even in Norwegian. <http://svemedplus.kib.ki.se/> Due to generational change much time is spent discussing MeSH indexing related topics in the indexing group. KIB has compiled a MeSH indexing manual to be used as support in connection with MeSH indexing education and training. <http://ki.se/ki/jsp/polopoly.jsp?d=4358&a=11716&l=sv>

During the last year KIB has arranged two external and one internal course on MeSH indexing for medical librarians. The participants have been interested in improving their knowledge in the MeSH vocabulary both for indexing and searching. Swedish MeSH is now implemented in BMJ Best Practice which makes it possible to search in Swedish in this reference book. EBSCO discovery tool is experimenting with the implementation of Swedish MeSH to make it possible to retrieve information searching in Swedish. Suggestion of alternative MeSH-terms is an extra feature in the discovery tool.

In May this year The Swedish Council on Health Technology Assessment (SBU) released their report: Proposals for a National Health Library. SBU has been investigating the possibility of creating a national health library website in accordance with the Norwegian MeSH site, www.helsebiblioteket.no. In the proposal the MeSH vocabulary is listed as a possible terminology for indexing and navigation on the website.

The following two articles have been published in the *Journal of EAHIL* under *News from EAHIL*:

- MeSH-related activities – the MeSH-SIG 2011-2012, *JEAHIL* 2012;8(4)
- and MeSH speaks Norwegian in 2013, *JEAHIL* 2013;9(1).

European Library Quality Standards for Health: ELiQSR



ELiQSR is one of the two research grants awarded to fund relevant projects in the Information and Library field in July 2012 to celebrate the 25th anniversary of EAHIL. This grant was awarded to Dr Janet Harrison, Loughborough University, UK, J.Harrison@lboro.ac.uk and Dr Marta de la Mano, Salamanca University, Spain, lamano@usal.es.

The purpose of the ELiQSR research project is to develop a framework for European Library Quality Standards for Health. To do this successfully we require your input: to find out what is happening in your Library and/or Information service; tell us which standards you are currently using; what you think of them; what could be improved. Share your thoughts and views with us by completing our questionnaire, which will be available in four languages, English, French, German and Spanish.

The link to the questionnaire <http://www.lboro.ac.uk/microsites/infosci/lisu/eliqsr.html> will be open 1st - 30th September 2013.

**Together we can build a set of Quality standards to help all
European Health Librarians**

Working in the health information profession: perspectives, experiences and trends.

Project WHIPPET: an EAHIL 25th Anniversary Project



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Project WHIPPET is one of the two research projects funded for EAHIL's 25th anniversary. The project is being delivered by the Information School at the University of Sheffield, United Kingdom.

The project team comprises Barbara Sen, Lecturer in Librarianship and Health Informatics, Robert Villa, Lecturer in information Retrieval, and Elizabeth Chapman, Research Assistant.

This project aims to record the stories and experiences of health information professionals currently practicing across Europe. The recordings, using video, audio, and text will highlight key professional profiles enabling an understanding of the diversity and range of roles that exist in the health sector, and the critical nature of those roles in supporting effective healthcare and healthcare management. The project will support EAHIL's core values of learning from each other, and sharing knowledge. It will achieve this by taking advantage of social media tools, the stories of health professionals providing a backdrop around which wider discussion may be encouraged via web 2.0 services, such as comments, tagging, and the distribution of material via external services via Twitter or Facebook.

The research outcomes will provide data to help build, plan, and develop career profiles, establish training needs, and support strategic decision making for information services, and organisations such as EAHIL. The profiles will be made openly available (with the respondents' permission) through a website, and YouTube video channel embedded in a blogging interface such as WordPress

The project was inspired by the work of the Information School delivering education in librarianship and health informatics, working alongside students, practitioners and researchers, and being aware of the huge diversity of roles that students go into, and the changing roles within the information profession. The health library and information sector is diverse, with opportunities in public, private, voluntary and charitable organisations, and global organisation with global reach, for example the World Health Organisation and UNESCO. As the world continues to strive to find solutions to health care problems; both complex research issues, and ones of care provision, the need for health information and evidence is increasing. We have communities striving for resilience against a backdrop of political and economic unrest, and social and technological change. Sometimes the solutions are relatively straightforward and practical such as the information professional supporting bibliotherapy services (1, 2). At other times the answer requires more complex evidence such as meta-analysis to support decision making within the healthcare context (3, 4). Health library and information professionals have important contribution they can make in both research and practice.

It is important to understand the skills needed to support effective healthcare in this rapidly changing environment. Social networks provide an opportunity to support communities of practice, and provide a platform for the sharing of knowledge, expertise and experience. This project aims to exploit these new opportunities for professional engagement, as stated by Boulos and Wheeler (5): Collaborative activity is an important component for success in web-based environments.

EAHIL has helped health librarians throughout Europe learn from each other, sharing knowledge and transferring lessons learned in one country to another, supporting change, and encouraging them to develop new roles, and to meet the

Publications and new products

challenges they face in health and social care (6, 7). Throughout Europe, countries have identified the need for increased skills and professional standards to meet these demands (8, 9), with health library groups calling for librarians to ...create their future within the health sector, and to apply their specialised skillset to add value and benefit right across the health service. The support of health managers and policy makers was sought to fund essential evidence-based resources, to retain and nurture skilled information professionals, despite the current economic climate (10). This project envisages a shared resource that would support the many initiatives throughout Europe in understanding how the health information and library professionals' skillset is currently being used, and how it can be applied in the future for the benefit of health and wellbeing. It seeks to present a Euro-map of data, as a shared resource to support understanding of the sector, professional development and training, and future planning and decision making.

The changing healthcare context provides many challenges for health information and library professionals in terms of their roles and the way in which they may respond to social, technological, economic and political changes in our working environment (Urquhart and Bakker, 2011). Our roles have developed, encompassing these challenges, often embracing technologies and pushing the boundaries of traditional library roles. Information Analysts, Information Governance Manager, Knowledge Manager, Informationist, Clinical Librarian, Informatician, Patient Advice and Information Officer, Bibliotherapist are just some of the health information roles that sit alongside the traditional Health Librarian and Information Manager roles. This brief list highlights the breadth and complexity of our domain and how it has evolved in recent decades in an information intensive health sector.

Do we have a clear picture of the health information professional landscape in Europe? Do we understand how we as health information professionals contribute critically to healthcare? This project aims to deliver a web site to support information and knowledge sharing. It is envisaged that from the analysis a list of key skills and attributes will emerge together with the identification of training needs and opportunities. It is hoped that the findings of the study will inform EAHIL's strategic development giving information regarding the diversity of health information roles and where key contributions are made by health information professionals within the sector. The data will enable us to start to map of the health information landscape across Europe and provide the basis for a larger scale project in the future.

The Project started in January 2013. To date we have conducted focus groups in Sheffield, York, and at the EAHIL Workshop in Stockholm. We have carried out a number of interviews with individuals and distributed a preliminary survey. We are currently carrying out the analysis of this phase of the study; this will be followed by a further round of interviews and an e-survey distributed by the EAHIL mailing list and other lists such as LIS-Medical. There is also a London workshop being planned in conjunction with the Health Information and Libraries for Evaluation and Research (HEALER) group for later in the year. The findings will be shared at EAHIL and other health information conferences and within EAHIL and other health information publications, and it is hoped to launch the website later this year. If you would like to be involved in the project, please contact us at the Information School.

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Dear Colleagues,

Assessment and evaluation is not a gut feeling; it should be integrated into all aspects of library programming. The current economic environment makes it more important than ever for libraries to showcase their contributions to their institutions. Assessment and evaluation become a self-organizing principle and helps create an organizational climate that encourages inquiry, exploration and reflection (C. Hamasu. *J Med Libr Assoc.* 2013;101(2):85).

In the 21st century, knowledge is the key element to improving health. In the same way that people need clean, clear water, they have a right to clean, clear knowledge. Knowledge underpins every medical advance, every intervention, and every clinical decision. However, access to reliable health information for even the most basic health needs remains elusive for much of the world's population (The *PLoS Medicine* Editors. *PLoS Med* 2013;10(4):e1001438).

During the annual Global Research Council Summit held in Berlin on 27-29 May 2013, one of the topics of discussion and endorsement was an Action Plan towards Open Access. The plan specifies three basic principles: encouragement, awareness rising, and support for researchers that wish to provide their results in Open Access. The implementation requires engaging a number of stakeholders: in addition to scientists and scholars themselves, for instance, universities, science organisations, libraries, and publishers (http://grc.s2nmedia.com/sites/default/files/pdfs/grc_action_plan_open_access%20FINAL.pdf).

Giovanna F. Miranda

Journal issues

Since the Journal of June 2013, we have received the content page of the September Issue of *Health Information and Libraries Journal* vol. 30 no.3

Editorial

Grant M, Walton G. Strategic issues for LIS Practitioner–Researcher Journals.

Ayatollahi H, Bath P, Goodacre S

Information needs of clinicians and non-clinicians in the Emergency Department: A qualitative study.

Clairoux N, Desbiens S, ClarM, Dupont P, St-JeanM

Integrating information literacy in health sciences curricula: a case study from Quebec.

Charbonneau D.

An analysis of benefits and risk information on pharmaceutical web sites for the treatment of menopause.

Sakai Y

The role of readability in effective health communication: an experiment using Japanese health information text on chronic suppurative otiti media.

Azadeh F, Vaez R. The accuracy of references in PhD theses: a case study.

Books review

Library Management 101: A Practical Guide. Ed. D. L. Velasquez. ALA Editions, Chicago, IL, USA, 2013. ISBN-13: 978-0-8389-1148-8, \$65.00 (Softcover), 384 pp.

In this book are discussed many topics: classic and modern theories of management, and how they apply to the library; human resource planning; marketing and public relations; negotiations, mediation, and financial management of the library, facilities management.

Records and Information Management. Ed. P. C. Franks. Facet Publishing, London, UK, 2013. ISBN: 978-1-85604-836-1, £49.95 paperback (price to CILIP members £39.96), 260 pp.

This book provides a comprehensive, strategic approach to the creation, management, and disposition of information and records in organisations and is the first to analyse the impact that cloud computing and emerging technologies such as social networks and microblogging has on records management programmes.

Access to Health Information Under International Human Rights Law. Institute for Information Law and Policy in cooperation with the Justice Action Center and Healthcare Information for All by 2015. White Paper Series 11/12 #01. May 2012.

The white paper discusses whether and, if so, to what extent states are obligated under international treaty law to provide individuals, lay healthcare providers, professional healthcare providers, and policymakers with appropriate health information.

http://www.nyls.edu/user_files/1/2/23/144/1345/Access%20to%20Health%20Information%20White%20Paper.pdf

Papers review

Assessment and evaluation is not a gut feeling: integrating assessment and evaluation into library operations.

C. Hamasu. *J Med Libr Assoc.* 2013;101(2): 85

Focusing the spotlight on lack of access to health information.

The PLoS Medicine Editors. *PLoS Med* 2013;10(4): e1001438

Web science in medicine and healthcare.

Denecke K, Brooks E. *Methods Inf Med.* 2013;52(2):148

The future of drug and alcohol libraries.

Shapiro H. *Addiction*, 2013;108(6);1173

Editor quits after fraud allegations.

Grens K. *The Scientist.* 2013;July 10.

<http://www.the-scientist.com/?articles.view/articleNo/36441/title/Editor-Quits-After-Fraud-Allegations/>

Defending against plagiarism. Publishers need to be proactive about detecting and deterring copied text.

Bailey. *The Scientist.* 2013;June

<http://www.the-scientist.com/?articles.view/articleNo/35677/title/Defending-Against-Plagiarism/>

News

Open Access – The Global Research Council is a virtual organization, comprising the heads of science and engineering funding agencies from around the world, dedicated to promoting the sharing of data and best practices for high-quality collaboration among funding agencies worldwide. During the annual Global Research Council Summit held in Berlin on 27-29 May 2013, one of the topics of discussion and endorsement was an Action Plan towards Open Access. DFG-President Professor Peter Strohschneider stressed the relevance of “Open Access” to

Publications and new products

publications as a main paradigm of scientific communication in the following years. The participants agreed that sharing research publications openly is a means to increase the quality of research communication and thus of research itself.

http://www.dfg.de/en/service/press/press_releases/2013/press_release_no_17/index.html

http://grc.s2nmedia.com/sites/default/files/pdfs/grc_action_plan_open_access%20FINAL.pdf

Information sources... web based

ProACT - The PRO-ACT (Pooled Resource Open-access ALS Clinical Trials) platform houses amyotrophic lateral sclerosis (ALS) clinical trials dataset. Data within PRO-ACT was graciously donated by various organizations. The PRO-ACT initiative merges data from existing publicly- and privately-conducted ALS clinical trials to generate a resource for accelerating discovery in the field of ALS.

PRO-ACT contains over 8500 fully de-identified clinical patient records; placebo and treatment-arm data from 18 Phase II/III clinical trials; demographic, lab, medical and family history, and other data elements and more than 8 million longitudinally collected data points.

<https://nctu.partners.org/ProACT>

ALSGene database - The ALSGene database provides a regularly updated field synopsis of genetic association studies performed in ALS. Data selected for display summarize key characteristics of the investigated study cohorts (e.g., gene overview), as well as genotype distributions in cases and controls (e.g., polymorphism details).

<http://www.researchals.org/alsgene.html>

OECD Health Data 2013, June 2013 edition. OECD Health Data offers a source of comparable statistics on health and health systems across OECD countries. It is a tool to carry out comparative analyses of diverse health care systems. The online database contains data on health expenditure, health care resources, health care activities, mortality, and risk factors. Specific country notes have been prepared using data from OECD Health Data 2013, June 2013 version. The notes are available in PDF format, in English unless mentioned otherwise

<http://www.oecd.org/health/health-systems/oecdhealthdata.htm>

News from publishers

EBSCO Industries, Inc. announces the EBSCO Information Services (EIS) and EBSCO Publishing (EP) businesses will merge and will operate as a single business under the name EBSCO Information Services.

Social Work Reference Center is the latest addition to the point-of-care product line from EBSCO. Social Work Reference Center is a resource designed specifically for clinical practice, education and research. It is a comprehensive reference tool that provides evidence-based information to social workers and other mental health professionals directly at the point-of-care. Social Work Reference Center provides the latest evidence-based information through a variety of content types including evidence-based care sheets, quick lessons and skill competency checklists. The resource also includes clinical assessment tools, practice guidelines, drug information, continuing education modules and patient education information.

www.ebsco.com

www.ebscohost.com/biomedical-libraries/social-work-reference-center

Thieme announces the launch of a new open access journal entitled “Metabolism and Nutrition in Oncology” (MNO). This online journal is dedicated to the interplay of dietary food habits, food, nutrients, metabolism and cancer. Covering all aspects of metabolic pathways in cancer, “MNO” publishes content investigating the pathophysiology of metabolic maldevelopment, as well as the differentiation of metabolic pathways in healthy compared to cancerous tissues.

www.thieme.com/mno.

Forthcoming events

Forthcoming events

17-23 August 2013, Singapore

IFLA World Library and Information Congress

79th IFLA General Conference and Assembly

For further information: <http://conference.ifla.org/ifla79>

19-22 August 2013, Copenhagen, Denmark

CoLIS 8

Eighth International Conference on Conceptions of Library and Information Science

For further information: <http://www.iva.dk/english/colis8/>

2-6 September, Lisbon Portugal

International Conference on Dublin Core and Metadata Applications

DC-2013

For further information: <http://dcevents.dublincore.org/index.php/IntConf/dc-2013/schedConf/>

4-6 September 2013, Limerick, Ireland

"Beyond the Cloud: Information...Innovation...Collaboration..."

The 4th International Symposium on Information Management in a Changing World

For further information: <http://imcw2013.bilgiyonetimi.net>

16-18 September, in Geneva, Switzerland

2013 Open Knowledge Conference

OKCon 2013

For further information: <http://okcon.org/>

28-30 October 2013, Monterey, California, USA

Internet Librarian 2013

<http://www.infotoday.com/il2013/>

19-20 November, London, UK

Online Information 2013

For further information: <http://www.online-information.co.uk/>

Giovanna F. Miranda

WHAT IS EAHIL?

The European Association for Health Information and Libraries (EAHIL) is an active non-profit professional association uniting and motivating librarians and information officers working in the medical and health science libraries in Europe.

Founded in Brighton, UK in 1987, EAHIL seeks

- to encourage professional development
- to enable exchanges of experience amongst its members
- to improve cooperation among health care libraries
- to strengthen links with medical and health libraries in Eastern and Central Europe
- to raise standards of provision and practice in the healthcare and medical research libraries
- to keep health librarians and information officers professionally informed
- to encourage mobility and continuing education
- to represent health librarians at European level, particularly at European institutions and WHO

The Association numbers 1600 members from Europe and further afield. Join EAHIL at www.eahil.eu. Free membership!

THE JOURNAL OF EAHIL

The Journal of EAHIL (JEAHIL) is the quarterly official journal of the Association, available online. Printed copies on request.

JEAHIL publishes

- original articles
- reviews
- theme issues
- news from EAHIL
- meeting reports
- special interest groups reports
- opinion and discussion papers
- news from other medical library associations (such as MLA)

HOW TO PUBLISH IN JEAHIL

Original manuscripts should be submitted to Chief Editor, Sally Wood-Lamont at swood@umfcluj.ro
Instructions and a *Checklist for Authors* are available at www.eahil.eu

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- Virtual libraries, virtual librarians: what's next
- Coping with financial restrictions in libraries; challenges and solutions
- Library Education Programmes and Certifications
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