Diversity in Practice: integrating, inspiring and innovative
12 – 16 June / Dublin Castle / Ireland
www.eahil2017.net

ICML + EAHIL 2017 Interactive Workshops Last updated: <mark>21 March 2017</mark>
Please Note: All Interactive Workshop are fully booked

Note: Interactive Workshop duration may vary from 1 hour to 90 minutes. You are welcome to join the Parallel Paper sessions when your workshop is over.

Wednesday 14 June 11.30-13.00
Workshop 1. WOW: Workshop On Workshops.
Niamh O'SULLIVAN, Research Officer/Librarian at Irish Blood Transfusion Service

"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."
Confucius 450 BC

Have you ever attended a workshop to find it wasn't really a workshop after all but merely a presentation under a different guise? Workshops, by their very name, should involve some "work" on the participants' part and be interactive rather than passive. Workshops work when they allow participants to brainstorm, learn interactively, build relationships, problem solve and to be involved. In our "Workshop on Workshops" we will show how to plan, execute and deliver a workshop that works. A workshop that is not only relevant and productive, but memorable and fun.

We plan to cover the following topics

1.   When and why to choose a workshop format?
2.   Approaches and designs for interaction
3.   Measuring learning outcomes
4.   Getting feedback and interaction on the day to evolve the process
5.   How to follow on from a workshop
The workshop will be in three parts: Introduction, Exercise and Debrief
   1. Introduction:
Included in the introductory discussion and presentation will be examples of workshops that worked and those that didn't. We will ask participants to draw on their own experience of workshops they have attended in the past and come up with list of what to include and what to avoid when they plan their own workshop. The following topics will also be covered in the introduction: workshop planning and design, icebreakers, creative group exercises, use of props and visual aids, hand outs and notes, when to use presentations, managing groups, workshop etiquette, using humour, debriefing and follow up.
   2. Exercise:
Participants will be divided into smaller groups with those in libraries of a similar size working together. The aim of the exercise is for each group to devise and plan a workshop for a specific audience on a specific topic. This can be to an audience and on a topic of the groups' choosing. The workshop facilitators will be available to help and give advice to each group during this time.
   3. Debrief:
Each group reports back to the larger group and this is followed by a discussion with all participants where they share what they have learned, or realise they need to learn.

The follow up to the workshop would be that the plan for each workshop, which was done during group work, would be shared with all participants once the information has been collated by the facilitators. Workshop ideas , tips and a list of further reading will also be shared as part of a "WOW: Workshop Toolkit". Armed with the WOW toolkit and the experience of being involved in workshop planning, we hope that participants will feel inspired to run a workshop of their own in the future.

Workshop 2. Evidence summaries: adding value to the literature search.
Nicola PEARCE-SMITH

Abstract: Introduction: Evidence summaries are increasingly being used to translate knowledge from research into policy/practice. An evidence summary follows a clear and transparent process in order to summarise the best available evidence on a question or topic, usually involving a narrative to summarise or 'tell the story' of the findings of multiple studies. This is helpful for users, who are often too busy to make sense of long lists of citations and abstracts.   Our knowledge and library service is introducing a new innovation by providing users with an evidence summary service, in an effort to add value to our literature searches. In our interactive session we intend to share the experiences and lessons learned, and discuss the wider issues around providing a service of this nature.
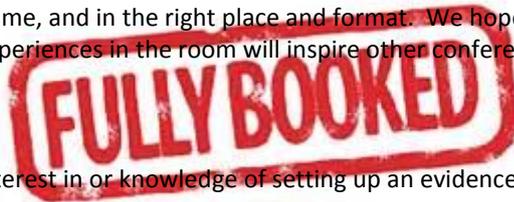
Aims and objectives: The aim of this interactive session is to initiate a group discussion about the purpose, quality and value of evidence summary services provided by library services, in order to share experiences and learn from others. The objectives are:

•   To explore how the use of evidence summary services can improve the value and impact of a library and information service

•   To identify when an evidence summary is an appropriate output to offer

•   To identify an appropriate methodology for producing the evidence summaries

•   To discuss the different ways evidence summary services are provided, and to consider the main issues involved in setting one up

Methods: We will begin with an outline of our evidence summary service, including how and why we decided to set it up, the issues or problems with initiating it and the user feedback on the perceived value of the service. We will then ask the audience to briefly share their experiences of evidence summary services. Small group discussions will follow, facilitated by the presenters, on questions such as what are the practicalities and problems of introducing such services and how do we overcome them, are evidence summaries always an appropriate output to offer, and how can we measure the quality and value of these services to the user. A feedback session at the end will enable the whole group to share and record their discussions.

Results: We hope to facilitate a useful and relevant debate on this topic, enabling all to share their own experiences, learn from others and take away ideas to inform their practice. The discussion notes will be shared with all participants afterwards.

Conclusion: Library services can add value to their literature searches by providing evidence summaries to their users. Busy policy makers and practitioners may find these evidence summaries better meet their needs as they provide easier access to knowledge at the right time, and in the right place and format. We hope that the lessons learned from our service, together with sharing the experiences in the room will inspire other conference attendees to consider developing their own services.

FULLY BOOKED

Target audience: participants with an interest in or knowledge of setting up an evidence summary service for users, or those with a background of writing evidence summaries

Level: Introductory

Aims: to initiate a group discussion about the purpose, quality and value of evidence summary services provided by library services, in order to share experiences and learn from others

Learning Outcomes:

The participant will be able to appraise, compare and contrast the different experiences of producing an evidence summary service. The participant will be able to incorporate new ideas into an existing service, or plan and design a new evidence summary service based on lessons learnt

The level of delegate participation required: High, interactive, small group work

Is preparation in advance by participants applicable? No

Course Leader / Facilitators Details:

Nicola Pearce-Smith, Senior Information Scientist

Anh Tran, Knowledge and Evidence Specialist

Steph Grey, Learning Research Support Librarian

Lorna Burns, Librarian

Nicola, Anh, Steph and Lorna work for Public Health England (PHE) Knowledge and Library Services (KLS), which offers a comprehensive, high-quality information service to public health practitioners, across the country. Our services include

advanced literature searching and information retrieval, enquiry services and training for users in information skills. We have collective experience in user education including involvement in small group training, teaching critical appraisal skills to practitioners and library staff and co-ordinating and evaluating staff training. We have presented in the past at other health-related conferences including the Cochrane Colloquium, PHE annual conference, International Evidence Based Library and Information Practice and Health Libraries Group.

Please describe the type of interactive session intended to take place: Knowledge Café
Keywords: value, research, learning, evidence

Wednesday 14 June 2017 15.00-17.00
Workshop 3. Developing embedded library and knowledge services: A Knowledge Café. Victoria TREADWAY

Abstract: Embedded librarianship describes the delivery of library and knowledge services at the point of need. In healthcare, embedded library services are often delivered by a specific member of the library team, an 'Outreach Librarian' or 'Clinical Librarian' (Harrison & Beraquet, 2009, Sadera & Treadway 2016), and have been shown to contribute to a range of outcomes (Brettle 2016). The UK Knowledge for Healthcare development framework for health libraries (HEE, 2015) asserts the importance of embedding knowledge professionals in teams. However, in practice, library staff may experience barriers in developing embedded library services, particularly in relation to skill mix and resources. This Knowledge Café will explore ways to overcome these barriers and will examine some of the opportunities that may exist to embed your library and knowledge service.
As part of a Health Education England-funded research study, Wirral University Teaching Hospital NHS Foundation Trust designed and implemented an embedded library model in a Critical Care setting. In presenting some of their lessons learned, this session will challenge you to consider ways in which you could embed your service even with your existing staffing skill mix.

The session leads will provide an overview of embedded library and knowledge services including their own experiences at Wirral University Teaching Hospital NHS Foundation Trust. Participants will be seperated into small groups and invited to consider and respond to a series of questions related to the transferability of service delivery.
Come along to share your own experiences with others and pick up ideas on how to develop your service further. This session will be of use to those who have already had success in embedding their service as well as those who have experienced obstacles in developing this aspect of their service.

Target audience: Library and knowledge service staff who would like to develop embedded services in clinical areas.

Level: Introductory and above

Aims: To share and discuss experiences around embedded library and knowledge services.

Learning Outcomes:
Expected learning outcomes are:
- A greater understanding of some of the opportunities related to embedded library and knowledge services in clinical areas
- Analysis of barriers to implementing embedded library and knowledge services and ways to overcome these barriers
- Consideration of ways in which participants might apply this learning to their own work environment

The level of delegate participation required:
Delegates will be expected to contribute their own experiences and discuss the experiences of others.

Is preparation in advance by participants applicable? No

Course Leader / Facilitators Details: Victoria leads the Library and Knowledge Service at Wirral University Teaching Hospital NHS Foundation Trust. While working in the role of Clinical Librarian at Wirral (2008-2014), Victoria gained experience and specialist skills in training, evidence searching, Journal Club support, and embedded librarianship. A keen advocate for health care libraries, Victoria's other interests are utilising social media in healthcare, partnership working and professional development. She has experience in facilitating discussions between library professionals, moderating group work and public speaking about library and knowledge services.

Please describe the type of interactive session intended to take place: Knowledge Café.

Keywords: Knowledge café, embedded library services

Workshop 4. How to teach search methods for evidence based practice: horses for courses or one size fits all? Morwenna ROGERS

Introduction: It is likely that at some point in their career, health information professionals will be required to teach methods for searching and locating evidence based health research and information. The recipients of the teaching could be students, other information professionals, researchers, health professionals or members of the public and the purpose of the teaching could vary according to the target audience. At the University of Exeter Medical School, information professionals teach all of the above groups and are constantly striving to improve both our content and delivery.

Aim: In this interactive session, we would like to share our own experiences and discuss how we deal with teaching people with varying levels of knowledge and skills, and with a constantly changing field of resources.

Method: Examples of resources and tasks used in teaching search methods will be circulated around to be used as a starting point for participation and discussion in small groups. The groups will then feed back to all for discussion.

Results: The discussions will draw on the experiences of others by asking several key questions including which, if any, online resources to demonstrate in a teaching session; using interactive methods or demonstration only and in what circumstances; how to tailor courses according to audience; what's worked and what hasn't; different methods of teaching, e.g. using the 'flipped classroom' model, webinars or checklists; and whether teaching search methods is the same as teaching more generally or whether it carries issues unique to the field.

Conclusion: The facilitators will gather all the suggestions during and after the session and share them back among the whole group.

Keywords: Teaching; evidence based health; searching

Workshop Leader: Morwenna Rogers is an information specialist working within the Evidence Synthesis Team at PenCLAHRC, University of Exeter. Her key role is to design and run literature searches for systematic reviews. Since she joined in 2011 she has been involved with several projects including peer support for parents of disabled children, health benefits of volunteering, interventions in schools for the management of ADHD and the use of antipsychotics in dementia care home residents. Prior to working at UEMS she was Library Manager at the Royal College of Psychiatrists, and had also worked as a medical information officer in the pharmaceutical industry. She is also a qualified and accredited indexer.

Workshop 5. Cooperation and benchmarking – finding the value and impact together.
Ghislaine DECLÈVE

Level: Any level
Aims:
In this interactive session we wish to explore two aspects of benchmarking.
1. To identify new kinds/types of indicators – future oriented instead of based on what has been done – in order to measure impact and value for international (health) library benchmarking. To choose new types of indicators – what could they be? Could there, instead of an investment index, be a cost-avoidance index? Could there be a collaboration index? Could there be an organisation-fit index?
2. Our profession benefits from an evidence-based, research-focused foundation. Can benchmarking provide one tool for creating this evidence base? Can cooperation and benchmarking be seen as research activities? Do they have a role in building an evidence base for measuring the impact of libraries and librarians? How to learn from each other, to build evidence together, to use interviews and observation as methods, to choose indicators collaboratively?

Learning Outcomes:
As the core values of the profession become more important than ever, we must analyze and organize, evaluate and even create the qualities and values that will keep health science libraries unique and their impact crucial even in the future. This is why library practice needs innovations. Questions to be discussed in the session include: As leaders we must inspire others: How to inspire staff? How to promote innovations? Could comparing and measuring something new be inspiring and lead to inferring? How about measuring the future instead of the past? Could new indicators be applied or implemented as tools for working strategically?

The level of delegate participation required: High

Is preparation in advance by participants applicable? Yes

Please describe the type of interactive session intended to take place: Brainwriting. It is an alternative method to brainstorming. It is more structured than brainstorming. It aims to encourage a more uniform participation within a group. Like brainstorming, it is designed to generate lots and lots of ideas in a short amount of time. There will be a short introduction to the method, short brainstorming in pairs, brainwriting in groups, and sharing results and ideas to conclude the session.

Workshop Leader: Head of Library of the Health Sciences at Universite Catholique de Louvain

Workshop 6. Project Management for Supporting Systematic Reviews: The Basics

Janene BATTEN
Project Management for Supporting Systematic Reviews: The Basics
Fit with Conference Theme:

- **Leadership & values:** health science librarians with their expert search skills are uniquely placed to gather data as part of the systematic review (SR) team. As an active member of the SR team the librarian can adapt to the rapidly changing environment of their users.
- **Integration:** collaboration of the librarian with researchers conducting SRs speaks enormously to librarian expertise and integration into a team.
- **Education and Learning:** As an SR expert, the librarian may become the teacher and trainer for researchers as they undertake a process in which they may have only emergent skills.

Target audience:
This is an Interactive Session for librarians who are being asked to work in research teams on systematic reviews, or who are exploring an SR service.

Level:
Librarians with intermediate or above experience in their field, but who are new to systematic reviews.

Aims:
To faciltate the development of a tool set for project management for librarians who want to become involved the systematic review process.

Learning Outcomes:
Participants will be able to:

- Describe the steps in the systematic review process
- Analyze and quantify the roles of the librarian within this process
- Identify standards for deveopment of systematic reviews
- Utilize project management tools to keep track of the process to ensure validity of the SR

Description / agenda:
Through informal discussion, hands-on and case-based learning participants will acquire project management skills needed to support systematic reviews:

- Introduction to the workshop and the systematic review
- Overview of the systematic review process
- Roles of librarians in the systematic review process
- Introduction of the project management toolkit
- Debrief and Wrap-Up

The level of delegate participation required:
Interactive Session includes: Small and large group discussion and Hands-on exercises.

Is preparation in advance by participants applicable? Yes (small amount - prereading)
Co-Faculty
Janene Batten - janene.batten@yale.edu
Janene Batten is the Nursing Librarian at the Cushing/Whitney Medical Library, Yale University. The Medical Library is the library for the Yale-New Haven Hospital and Janene team teaches the *EBP Foundations* class to staff nurses and to YNHH nurse residents. She also works closely with nursing staff in the hospital assisting them with research for their clinical setting. Janene is also the librarian for the Yale University School of Nursing, and has extensive experience teaching evidence-based research principles to nursing students through course-integrated instruction. She currently works with nursing faculty, graduate and doctoral students, assisting them with all aspects of their research. Janene is faculty in the annual 3-day Institute *Supporting Clinical Care": An Institute in Evidence-based Practice for Medical Librarians*, held in both Denver, CO and in Australia.

Angela Myatt - angela.myatt@me.com

Angela Myatt is a Clinical Instructor in the Office of the Dean, School of Medicine at Oregon Health & Science University. Previously she was Liaison Librarian to the School of Medicine at The University of Texas, Health Science Center, San Antonio. Angela has been a tutor at the McMaster EBCP Workshop for several years and now co-teaches the distance education course "EBM for Medical Librarians" through the University of North Carolina at Chapel Hill. She has extensive experience teaching evidence-based principles and practice to faculty, residents and students. Angela is also a faculty member in the annual 3-day Institute "*Supporting Clinical Care: An Institute in Evidence-based Practice for Medical Librarians*", held in Denver, CO and in Australia

Thursday 15 June 2017 08.30-10.00

Workshop 7. Means, motive, opportunity: do we practice what we preach about evidence? Mary DUNNE

Means, motive, opportunity: do we practice what we preach about evidence?

Abstract
Librarians expect other health care professional to find, appraise and incorporate research evidence into their decision making. But is our practice evidence-based or are we guilty of not applying the same principle we expect from others? We will debate this before a jury of our peers.
A key task for health library, information and knowledge staff (LIK) is to enable users, providers and commissioners of health services to inform their decisions with the best available evidence, including that found through research. However, many of our services and resources, such as online repositories and short instructional courses, show no evidence of effectiveness for increasing research use in decision-making. And LIK studies rarely feature in the broader (non-librarian) literature on knowledge translation or implementation.
Perhaps more than any other profession, we have the means, motive and opportunity to promote and apply evidence-informed decision-making and there are increasing numbers of articles and reports providing guidance about what works and why. The EPPI Centre's 2016 study, *The science of using science*, reviewed the efficacy of interventions to increase decision makers' use of research evidence, and their means (capability), motivation and opportunity to use this type of evidence. The authors discuss what works across a range of mechanisms relevant to LIK, including communication and access, and skills building. But do we apply this type of research evidence when making decisions? In our workshop we propose to put our profession in front of a Grand Jury. It is accused of not applying evidence-informed decision-making in practice. Do we have a case to answer? The participants will decide.

Target audience: Health library, information and knowledge staff interested in interventions for evidence-informed decision-making.

Theme: Research / Evidence Based Librarianship - Removing barriers to integrating research into practice

Level: Intermediate / advanced

Aims: To develop participants' understanding of the role of research evidence in decision-making.

Learning Outcomes:
Participants can:
- Identify necessary components of effective interventions for evidence-informed decision-making
- Recognise opportunities to apply effective evidence-informed decision-making in their practice.

The level of delegate participation required:
Individual reflection then group discussion and feedback

Is preparation in advance by participants applicable? *No*
Course Leader / Facilitators Details:
Mary Dunne is a Chartered Information Specialist in the HRB National Drugs Library, Dublin. She is Communications Officer for the Health Sciences Library Group of the Library Association of Ireland (LAI). Mary's principal interest is how we can maximise, evaluate and communicate our value. She was involved in the development of both the CILIP and Knowledge for Healthcare impact toolkits. Mary has presented at numerous conferences, and authored articles for library and health-related publications. She was elected to the Register of Chartered Members of CILIP in 2015 and the Register of Associate Members of the LAI in 2016. Her qualifications include a Masters in Psychology and a Masters in Information and Library Studies (Distinction). Linkedin: http://ie.linkedin.com/in/LibrarianMaryDunne
Mairea Nelson is an Information Officer in the HRB National Drugs Library, a position she has held since 2010. She has written articles and presented at many conferences. Her professional interests include social media and library value and impact. Mairea has a Masters in Applied Social Research from Trinity College Dublin. She was the first candidate to have her professional registration submission upgraded from Certification to the higher level of Chartership by CILIP. Mairea, with her colleague Mary, hosts a library value and impact blog https://helpforumblog.wordpress.com and Twitter account @hrblibrarians. LinkedIn: https://www.linkedin.com/in/mairea

Brian Galvin works for the Health Research Board (HRB) where he manages the HRB National Drugs Library, an evidence resource for practitioners, policy makers and researchers in the drugs and alcohol field, and is Editor of *Drugnet Ireland*, the HRB's quarterly drugs research and policy bulletin. Brian is Head of Ireland's National Focal Point to the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA). He was chair of IFLA's Health and Biosciences sections 2011-15.

Please describe the type of interactive session intended to take place:
60 minute session. Presentation (in debate format) followed by small-group discussion by participants who will finally, as the Grand Jury, deliver a verdict on our proposition.
Keywords: Evidence based librarianship, research, evidence, value, values

Workshop 8. User-centered Design for Libraries: multidisciplinary methodologies and approaches to designing services that meet user needs. Joanna ARCHBOLD

Title: User-centered Design for Libraries: multidisciplinary methodologies and approaches to designing services that meet user needs

Abstract: Librarians are adept at transforming to meet the demands of their users, and particularly in drawing on best practice from other disciplines to facilitate this process. Space and services are key areas where librarians and information professionals must constantly innovate to get the most out of the user interactions that happen in library spaces and at service points.
Drawing on design thinking, anthropology and ethnography service design principles and participatory design techniques have been identified as valuable approaches for librarians to engage with users while also creating services that meet their needs (Foster, 2014; Heath, 2014; Marquez & Downey, 2015). Participatory design techniques help service designers to understand user behavior and needs by engaging them in the thinking process (co-creation) and service design provides a holistic framework that includes assessment and evaluation for continuous improvement.
This interactive workshop will invite participants to dive into the underbelly of this dialogue to investigate through discussion how principles of service design and the tools of design thinking frameworks, participatory design activities and ux methododogies are highly usable tools that can be used to create more relevant and relatable library spaces and services for users.
Six exercises will be completed by the group (in break-out teams) to understand how to bring design into the development of their own library spaces and services. At the end of the session participants will appreciate the design process for undertaking such activities, the pros and cons of different co-creation techniques and be enthusiastic about trying something new with their own library team and users to gain insights into library spaces and services.
Target audience: Librarians and information professionals who engage in designing, planning, assessment and delivery of front of house services and/or those who wish to introduce user-centred thinking into their activities in this area; those who wish to understand the principles, methodological frameworks underpinning service design and participatory design; those who wish to leave the conference with activities that they can implement in their library environments to see the impact of these approaches.

Level: *(Please describe what level the workshop/learning session is aimed at - Introductory / Intermediate /Advanced)*

Aims:
- To demonstrate how a user-centred approach to designing library services and space can add value and innovation for users needs
- To highlight the disciplines, methodologies and approaches available to bring user-centred design into library design, planning and assessment
- To give participants tools, activities and exercises that they can bring straight back to their libraries to engage with user-centred methodods
- To build a community of practice among librarians and information professionals

Learning Outcomes:

At the end of the session participants will appreciate the design process for undertaking such activities, the pros and cons of different co-creation techniques and be enthusiastic about trying something new with their own library team and users to gain insights into library spaces and services.

Remember	Overview of what user-centred design can encompass
Understand	Overarching concepts of Service Design, Participatory Design etc.
Apply	Theoretical and methodological frameworks discussed to library contexts
Analyze	The types of tools presented for applying user-centred design techniques, understand how co-creation works with users in these contexts
Evaluate	The pros and cons of techniques and methods, and the value of user-centred approaches for their library environments
Create	User-centred design engagements for library contexts in teams for group discussion

The level of delegate participation required: Active engagement in team break-out sessions, pitching team ideas to group, group discussion

Is preparation in advance by participants applicable? No
Course Leader / Facilitators Details:
Johanna is the Customer Services & Communications Coordinator in RCSI Library, with responsibility for service desk teams and services and internal and external communications for the Library including online platforms. In this role Johanna has introduced UX methodologies to inform practice-based research and user engagement with service design. She has experience designing, facilitating and delivering group learning in creative enterprise and academic contexts. Outside libraries, Johanna held a Research Fellowship in Trinity's Long Room Hub on the Creativity, the City and the University, worked on Enterprise-Academia research programmes for the Irish Research Council and in education and outreach areas for BLOCK T, a start-up creative enterprise in Dublin. Johanna has a PhD in 18th century print culture in the Atlantic World (TCD), a Master's in Library and Information Studies (UCD) and a Certificate in Data Management and Analytics (DBS).
Please describe the type of interactive session intended to take place: Intro presentation, break-out sessions on key tasks, presentation back to group, group discussion
Keywords: *(Please list up to 5 keywords to describe your workshop)*
User-focused; activity-based; Design thinking

Workshop 9. Search Strategy Development - compare, contrast and advance. Isla KUHN

Abstract:
Information specialists and medical librarians are frequently asked to provide librarian-mediated search strategies, often for more general background questions or clinical problems, and occasionally for systematic reviews. Though this is an important task and several guidelines are available, no clear consensus exists over the optimal method to create search strategies. Librarians often work in isolation, and opportunities to support each other such as PRESS are not exploited as widely as they might be. In this session we want to give the audience the opportunity to compare searches and to learn from others' experiences.
Important questions that may arise during search strategy development are:
• Did I miss important search terms?
• Did I find all relevant references?
• How does my search strategy compare with that of other, perhaps more experienced, information specialists?
By preparing a search strategy for a common research topic participants will get "a look behind the curtain" at how other librarians work. In a safe and supportive environment, strategies will be compared and discussed anonymously. Participants can consider their own practice, and compare their solutions to that of others. There will also be an opportunity to see and comment on a live development of a search strategy on research questions proposed by the audience.

Aims:
This workshop will facilitate sharing of search methods, and comparison of different approaches to searching for a range of questions.

Learning Outcomes:
Participants will be able to consider their search strategies compared with colleagues' searches for the same question, reflect on and gauge their own approach and techniques.

The level of delegate participation required:
Mixture of presentations, discussion and practical activity. Participants are invited to bring their own devices to join in the live search strategy development.

Is preparation in advance by participants applicable? Yes
Two weeks before the session participants are sent two research questions with a goal: systematic review, clinical question or general research. Participants are invited to send their search strategies to the chair (IK). Strategies will be anonymized and shared with presenters (CdeB, TL, MF) who will compare and evaluate differences and similarities. Participants are invited to bring their own research questions to the session. Selected questions will be developed into strategies during the session (WB).
Workshop Leaders: Isla Kuhn, Wichor Bramer , Caroline de Brun and colleagues – Full expected

Thursday 15 June 11.30-13.00

Workshop 10. Sharing literature search blocks: a challenge for improvement of search strategies in different databases Gerdien B. DE JONGE

Theme: Integration / Collaboration

Abstract: In 2016 a survey was held among ten moderators of sites or blogs for sharing literature search strings/filters/hedges, or as we name it: "search blocks", as a follow up of the workshop held - at EAHIL-ICAHIS-ICLC Workshop in June 2015 (article in Journal of EAHIL 2015: Vol. 11(3):11-14).
The results of this survey were presented at EAHIL Conference 2016 in Sevilla, Spain. One conclusion was that there is willingness to cooperate but not to merge the sites into one site or database.
In October 2016 these sites and blogs for sharing search blocks/strings have been brought together on a preliminary website for an overview of existing initiatives: https://sites.google.com/site/eahilblocks/
On this site information specialists and librarians are invited to use the different sites and give comments and feedback. Before the workshop the participants will be asked to carefully examine at least two of these sites and assess their usefulness. We will also invite the participants to reflect about their experience in sharing their own search blocks/filters and making use of search blocks/filters of others.
Together with the participants we will discuss the different offered options: how to ease reusing in the process of developing high quality literature searches, and how we best can use and improve the preliminary website mentioned above.

Target audience: Information specialists and librarians experienced in systematic literature searches in different databases and interested in improvement of the process of searching by sharing (parts of) their searches.

Level: Intermediate

Aims: By discussing the new website and sharing experiences come to realistic ideas for improvement of the sharing process

Learning Outcomes: Evaluation and analyzing of existing sharing sites

The level of delegate participation required: Intermediate to advanced in biomedical literature searching

Is preparation in advance by participants applicable? Yes
Please describe the type of interactive session intended to take place: Knowledge Café , Flipped Classroom

Workshop 11. User Experience (UX) Design for User-Centred Libraries.
Muharrem YILMAZ

Target audience:

This practical workshop is aimed at library/information staff who wish to engage with their users and non-users, via a suite of evidence based techniques. User Experience is a methodology which is at the centre of discovering how library services and spaces are utilised.

Level: Introductory

Aims:

The workshop will introduce participants to the fundamentals of User Experience and the design thinking mindset by working through a real world problem situated in the library context. We aim to provide an understanding of UX as a methodology, focusing on its techniques and components through an interactive workshop.

Learning Outcomes:

Our objective is to raise knowledge and awareness of UX as a methodology and provide practical experience of a number of techniques. Workshop participants will learn some of the basics of user centred design and principles. Participants will be actively engaged in discovering and utilising some of the available User Experience techniques.

Attendees will leave this interactive workshop with a new understanding of UX trends in libraries and tangible ideas with which to examine, improve and develop their offering to their customers.

Description / agenda:
Introduction to UX methodology, UX trends in libraries, why use UX, an introduction to some of the techniques and good examples from around the world.
We will share and build on our own experiences of using UX in our own libraries in Cambridge and Oslo.
Interactive session: application of UX techniques led by the workshop holders / facilitators
Participants will be introduced to 3 UX methods. - **Cognitive Mapping**: Drawing a map of their library from memory. - **Love/Break up Letter**: Write a love or break-up letter to a service or space in the library. - **Graffiti Wall:** Write or draw what you would like your library to offer.
Summary and conclusion.
The level of delegate participation required:

Delegates will be presented with questions relating to library services. Analysis and solutions will be answered by them using UX techniques.

Is preparation in advance by participants applicable? No
Course Leader Details:
Jo Milton: has worked in a range of library environments, in customer facing roles. Jo had the opportunity to attend the first UK UX conference and has developed an interest in applying this methodology to try to understand user behaviour and create library services and spaces which cater for different user needs. Jo works at the University of Cambridge Medical Library.
Muharrem Yilmaz: completed an international Erasmus Mundus Master degree in Library and Information Science. Muharrem has worked in reference & user services for several years and is currently working with the Research Support and Teaching team and contributing to the UX team at the University of Oslo, Medical Library as a senior librarian.
Keywords: (Please list up to 5 keywords to describe your workshop)
User Experience, UX, User studies, Qualitative research methods, Evidence based research.

Workshop 12. Leading Up, Down, and Around: the Value of Mentorships for Health Sciences Librarians. Anne SEYMOUR

Abstract: *(Max 500 words). (N.B. Please note if your submission is accepted this abstract will be used in the conference brochure, conference website, social media and other platforms and outlets)*
Mentoring has a long tradition in academia and other professions including the health sciences and librarianship. Health sciences librarians have a rich set of experiences with mentorship through formal and informal programs and relationships. The goal of this interactive session is to share these experiences, both as mentors and in being mentored. The facilitator will first present a definition and the benefits of mentorship for attendees' reactions. Participants will be encouraged to discuss mentoring experiences and leadership programs involving a mentorship component; the rewards and challenges of both sides of mentoring; and how mentorship contributed to their success as leaders. Different types of mentorship experiences and programs will be presented including those through professional organizations, within home institutions and organizations, as part of diversity programs, and as components of leadership development initiatives. Participants will explore how to select a mentor and the different types of mentors: senior colleagues within librarianship, peers, and leaders outside of the discipline. Using the fishbowl format (https://en.wikipedia.org/wiki/Fishbowl_(conversation)) experienced leaders and mentors who are co-authors of this abstract will be the initial set of participants and will rotate out and in of the core as other audience members step in to join the conversation.

Target audience: *(Please describe who the intended audience is)*
Anyone with an interest in mentorship, in leadership and career development, and in sharing mentoring experiences.

Level: *(Please describe what level the workshop/learning session is aimed at - Introductory / Intermediate /Advanced)*
Introductory

Aims:
Provide a forum for participants to learn about mentoring and its contribution to leadership development, and to share mentorship experiences.

Learning Outcomes*:*

Participants in this session will:
- Learn about different types of mentorship opportunities supportive of leadership development.
- Discuss varieties of mentorship experiences enabling an understanding of differences, positives, and negative in different mentorship programs.
- Be able to apply the information to their particular situation, determining the type of mentorship experience most valuable to their leadership journey.

The level of delegate participation required:
Delegates are invited to participate to the extent that they wish by observing, asking questions, participating in the discussion, or joining the center fishbowl.

Is preparation in advance by participants applicable?No

Course Leader / Facilitators Details*:*
Since 2014, Anne K. Seymour, M.S., has been the Director of the Welch Medical Library overseeing information services for the Johns Hopkins Medical Institutions. She holds an appointment of assistant professor at the Schools of Medicine, Nursing, and Public Health. Prior to Hopkins, she was the associate director of the Biomedical Library at the University of Pennsylvania, 1997-2014. She leads an expert team of managers, informationists, and IT specialists serving the information needs of faculty, clinicians and students in clinical, basic science and translational research. She has a special interest in global health and is a regular presenter on global health research and opportunities for librarians. She

has applied her expertise in evidence-based health care and health sciences informatics to research projects and capacity building in the global health arena, especially in resource-limited settings. She has built and enhanced global health partnerships across Africa and North America.

Please describe the type of interactive session intended to take place:

Fishbowl: Four to five chairs are arranged in an inner circle. This is the fishbowl. The remaining chairs are arranged in concentric circles outside the fishbowl. A group selected from the authors of this abstract fill the fishbowl initially, while the rest of the audience sits on the chairs outside the fishbowl. One chair is left empty. The facilitator introduces the topic and the participants start discussing the topic. The audience outside the fishbowl listen in on the discussion. Any member of the audience can, at any time, occupy the empty chair and join the fishbowl, sometimes with facilitator encouragement. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free a chair. The discussion continues with participants frequently entering and leaving the fishbowl. When time runs out, the fishbowl is closed and the facilitator summarizes the discussion.

Keywords*: (Please list up to 5 keywords to describe your workshop)*
Mentoring, mentorship, leadership, career

Thursday 15 June 14.30-16.30

Workshop 13.
Research data management training - How to make it happen? Mari Elisa KUUSNIEMI

Title: *Research data management training - How to make it happen?*
Target audience: *(Please describe who the intended audience is)*
Library research support staff providing research data management training or those who are planning to start research data management training.

Level: *Intermediate /Advanced*

Aims: Libraries across Europe are rolling out research support services, including for research data management. This involves a range of activities, e.g. establishing a data policy and support for its implementation, providing advice regarding data management planning and storage. This workshop will focus of transferring research data management skills and knowledge through training. Typical target groups for RDM training are young researchers, project coordinators and library staff and often involve collaboration with others.

Learning Outcomes: *This training is planned to be learning-by-doing workshop. By doing a concrete tasks together with colleagues around the world, participants will get a change to share experiencies, learn from others and discuss about the success stories and challenges of reseach data management training.*

Description / agenda: A short introduction to RDM training will be presented. But mainly we are going to use group work methods to gather and share experiences, feedback and ideas.
In the workshop we will write a syllabus for a training sessions of a couple of different kind target groups (graduate students, senior reseachers, library staff, etc.)

Main questions addressed by the workshop:
- Do libraries feel ready to teach research data management, on what topics, for which target groups?
- How and why some libraries have started training?
- What curricula, methods, tools, exercises can be shared?
- What can be learned from and through collaboration with medical libraries?

The level of delegate participation required: We look forward to active working, discussion and networking.

Is preparation in advance by participants applicable?
Yes, we will send to participants reading material before the workshop to inspire them. This material will be a research article, like Koltay, T: Are you ready? Tasks and roles for academic libraries in supporting Research 2.0, New Library World; 2016, 117, (1-2), 11, 94-104.

Course Leader Details: *Mari Elisa Kuusniemi (MEK) is Science Information Specialist in Helsinki university library. She is responsible for research data management services in Helsinki university library. She has worked on researcher services since 2002. MEK leads the Helsinki university library's research data management service team, which operates on four university campuses and university hospital. She is a project manager of the organizational and the national research data management projects. She gives training for all sorts of targets groups, from graduate students to police makers of national research administration.*
Keywords: training, education, research data management

Workshop 14. Demonstrating your service's value and impact. Tips, tricks and tools. Susan SMITH & Doug KNOCK

Target audience: Library staff either interested or involved in evaluating and demonstrating the value and impact of their service

Level: Introductory / Intermediate

Aims:
*   To improve attendee's understanding of what value and impact are and they can be measured and used as an advocacy tool for health library services.
*   To use a Value and Impact Café to share experience of measuring and demonstrating value and impact within a range of healthcare library and information service settings.
*   To increase awareness of the freely available Knowledge for Healthcare (KfH) Library and Knowledge Services Value and Impact Toolkit and to share experience of other tools which can be used to demonstrate a health library service's value and impact.

Learning Outcomes:
*   Improved understanding of what value and impact are within the context of health libraries.
*   Increased awareness of a range of tools that can be used to gather data to demonstrate a health library service's value and impact.
*   Knowledge of what the KfH Library and Knowledge Services Value and Impact Toolkit is and how it can be applied to all health libraries including those outside the NHS.

Description / agenda:
*   An interactive exploration of the concepts of value and impact and what distinguishes impact from feedback. Participants will engage in an exercise to grade a range of feedback / impact statements. (10 mins)

*   A Value and Impact Café exploring the experience of attendees, the type of impact that they would like to be able to measure and demonstrate and the tools that they currently use. Participants will be gathered into small groups to discuss and reflect on a set question. (20 mins)

*   A brief overview of the KfH Impact Toolkit including the individual tools, how they have been developed and how they might be applied to libraries outside of the NHS. Copies of the tools will be distributed to groups and participants will be asked to consider how they might apply these to range of specific services. (25 mins)

*   A facilitator-led exchange of best practice to enable participants to reflect on the small group discussions and share any thoughts, insights and ideas that may have emerged. (20 mins)

The level of delegate participation required:
Active participation encouraged

Is preparation in advance by participants applicable?
Please bring examples of own impact analysis (optional)
Course Leader Details:
Previously a countryside ranger, Susan Smith changed career after a love of local history led her to work in public libraries. In 2003, she joined the NHS in Shrewsbury, where she completed her Masters at Aberystwyth. She chartered whilst an E-Resources Librarian at Keele University and in 2010 started her current role at Mid Cheshire Hospitals NHS Foundation Trust as Library Manager. In addition to her library role, she is a qualified management coach and forms part of the internal coaching team. Although wearing the value & impact hat for this conference, additional interests include partnership working and knowledge management.
Keywords:
Value
Advocacy
Evidence

Friday 16 June 2017 09.00-10.45

Workshop 15. Cochrane Crowd and Cochrane Classmate: Learning by doing in a win-win innovation for evidence-based medicine. Susanna WISNIEWSKI

At a time when research output is expanding exponentially, citizen science; the process of engaging willing volunteers in scientific research activities, has an important role to play in helping to manage the information overload.

Within Cochrane, we have historically struggled to provide contributors with small but meaningful ways to get involved that suits both the organization and the contributor; the traditional role for Cochrane contributors being review author, which is a huge commitment.

As part of Cochrane's Project Transform, we have developed Cochrane Crowd to provide a solution to answer these problems by offering contributors the opportunity to complete micro-tasks aimed at identifying and describing trials.
Methods: Building on the work of Cochrane's Embase project, whereby over 2000 contributors helped to identify over 20,000 reports of randomized trials from Embase with excellent accuracy, we have developed a new micro-tasking platform called Cochrane Crowd: http://crowd.cochrane.org.

The platform enables contributors to dive into needed tasks that help us capture and describe the evidence. As of September 2016, we are rapidly approaching a milestone figure of one million individual classifications by the Crowd.

Understanding that people often learn best by doing, and by popular demand, we are now developing Cochrane Classmate as a trainers' toolkit for teachers of Evidence Based Medicine to use with Cochrane Crowd.

Trainers will be able to use Cochrane Classmate to create exciting activities for learning about evidence production and synthesis. Trainers and educators will use our tool to create rewarding 'learning by doing' classroom activities by customising tasks from the Cochrane Crowd platform. Learners will improve their research and information skills by carrying out practical tasks in identifying and classifying clinical trials and studies. Tasks can be tailored to their areas of interest or expertise.

Description: The interactive session will begin with a short presentation describing the aims and objectives of Cochrane Crowd and Classmate, and the progress of the projects to-date, including reporting on the results of the first 18 months of the Crowd tool and the first 6 months of Classmate.

Following on, we are proud to introduce the Cochrane Crowd EAHIL screening challenge! The workshop will provide participants, organised into teams, with the opportunity to create and participate in a screening challenge of live records in Cochrane Crowd using the Cochrane Classmate toolkit. There will be prizes, not to mention a fantastic sense of team spirit and accomplishment from taking part in the Cochrane Crowd effort!

Our aim is for participants to leave the interactive session ready to use Cochrane Crowd as a screener, and inspired to use Cochrane Classmate in innovative ways in their EBM teaching.

Workshop 16. Machine-assisted searching and study selection in systematic review.
Claire STANSFIELD

Abstract: Systematic reviews aim to provide a comprehensive synthesis of the characteristics and results of all available research studies that address the same underlying question(s). Study identification in systematic reviews comprises two interrelated phases: searching and study selection (also referred to as screening, filtering, or sifting). The large and growing number of research publications, coupled with the current lack of systems for curating completed research studies for efficient identification and re-use, can make identifying all studies eligible for inclusion in a systematic review both challenging and time consuming. Text-mining and machine learning technologies have been offered as potential solutions: by automating some of the searching and/or study selection processes, reviewer time can be saved. These technologies also have potential to help with identification of search terms for developing search strategies and with mapping large collections of literature.
We will outline the different ways in which text mining technologies are being applied to searching and study selection in systematic reviews. We will provide overviews of:
- Current applications for searching, including approaches that aim to improve sensitivity and/or precision, or to aid database translation;
- Current applications for study selection, including approaches that aim to reduce the number needed to screen, expedite quality assurance, or facilitate systematic review updates;
- Advanced techniques that integrate searching and screening, including term-based clustering and 'topic modelling', in which the traditional lines between searching, study selection and mapping methods become blurred
- The latest methods and tools, including visualisations for topic modelling using Latent Dirichlet Allocation and word clouds.
We will also summarise the current evidence base in an attempt to answer the question: how close are we to being able to reliably replace some of the manual labour in study identification with text mining technologies?
Small groups (with whole-group feedback) will try out a selection of computer-based tools, and discuss the methodological issues that the use of these technologies raise. Such issues may include the potential risks (e.g. possible reduction in recall), the skills needed to apply the technologies, the acceptability to different types of review producers and users, and the availability of 'off-the-shelf' software to implement these technologies.

What's new? For those who attended our EAHIL workshop in 2015, this year's workshop will provide up-to-the-minute overviews of the latest technologies and their evaluations, plus more on implementation and software options. Throughout the session, we will draw on examples from our latest experiences of designing semi-automated workflows to apply these technologies in live review projects.

Target audience: Information specialists, librarians
Level: Intermediate
Aims: To discuss:
1. Different ways that text mining and machine learning technologies can assist with study identification
2. The latest technologies, some of which are evolving, including visualisation tools.
3. The current evidence base on whether these technologies work
4. Available software for implementing machine-assisted study identification
5. The broader implications of (semi-)automating study identification, including the potential risks, the skills needed to execute, and the acceptability to different types of review users.

Learning Outcomes: Participants should be able to:
- Differentiate some ways that text mining and machine learning technologies help with study identification
- Name some of the latest developments and the evidence base in this area
- Describe some of the broader implications of (semi-)automating study identification
- Improve their knowledge on implementation and software options.

Friday 16 June 2017 11.30-13.00

Workshop 17. Systematic Reviews: Models of Training for Librarians. Margaret FOSTER

Target audience: Librarians interested in educating others on how to conduct systematic reviews; librarians who want to learn how to participate in systematic reviews

Level: Intermediate--for those already familiar with systematic reviews

Aims:
- Provide an overview of models for training librarians with specific examples
- Discuss competencies of systematic review skills for librarians

Learning Outcomes:
- To describe models of training librarians to participate in systematic reviews
- To describe competencies for librarians conducting systematic reviews
- To create an effective method for promoting systematic review services to a target audience
- To create an individual plan for training
- To create a plan to train other librarians
- To create a plan for keeping up with developments in systematic review methods

FULLY BOOKED

Description / agenda:
This 90-minute interactive session will cover models—step-by-step sequential activities--for training librarians for collaborating on systematic reviews. From shadowing an experienced librarian, attending continuing education courses, and reading one of the many books on systematic reviews, there are a variety methods with various levels of success. Interaction will include guided discussions and planning worksheets. As systematic review methods and tools continue to develop and evolve, individuals need a plan for keeping up with new concepts, methods, and software. Delegates will leave with a training plan for themselves and/or a systematic review service.
The level of delegate participation required: Class discussions and planning worksheets; Delegates will be asked to complete a short survey a month before the session.

Workshop Leader: Margaret J Foster, Associate Professor, Systematic Reviews Coordinator, Texas A&M University. Full biography to follow.

Workshop 18. Partners for leadership exchange? An explorative session. Anthea SUTTON

The competencies and personalities sought after in library leaders can be very different in different countries, as are the organisational cultures. At the same time many librarians are looking to find opportunities for exchange, with a focus on leadership issues. This interactive session will look into the differences and similarities between leadership cultures in different countries, by letting participants describe what's important in their country.

Target audience: *(Please describe who the intended audience is)*
Library directors, middle managers, librarians interested in leadership issues and/or a future career in leadership and management

Level: *(Please describe what level the workshop/learning session is aimed at - Introductory / Intermediate /Advanced)*

Introductory

FULLY BOOKED

Aims:
- To give participants insight into the similarities and differences in leadership cultures internationally
- To inspire job exchange, mentoring partnerships etc, and hopefully also to find a partner/exchange possibility
- To inspire career development
- To find out what EAHIL could do to facilitate exchange between members
- The session leaders has the intention to publish the findings of the session in JEAHIL or other suitable journal

Learning Outcomes: *(Please describe the intended learning outcomes. Refer to Bloom's Taxonomy as a guide)*
Comprehension

At the end of the interactive session, participants will be able to:
- Describe the differences and similarities in leadership cultures in the different countries represented.
- Recognise leadership development needs.
- Identify mentoring and exchange opportunities.
- Examine potential role for EAHIL to facilitate leadership exchange to meet development needs.

The level of delegate participation required:
One-to-one presentations during speed networking, and active discussion participation.

Is preparation in advance by participants applicable?
Participants will have to prepare by finding out the most important competencies/personality traits sought after in their country when hiring library managers. In countries with competency frameworks (from library professional bodies and organisations),participants should prepare by measuring the extent that library management job descriptions map to the framework. Summarize to be able to describe this orally to someone else in 90 seconds.

Course Leader / Facilitators Details:

Lotta Haglund is Head of Library and Archive at the Swedish School of Sport and Health Sciences, in Stockholm, Sweden since 2012. She has a master degree in Library and Information Science, and has worked in health sciences libraries since 1992. She's currently the Vice President of the European Association of Health Information and Libraries (EAHIL). Her professional interests include library management, professional development, marketing and communication, as well as evidence practice.

Anthea Sutton is a Senior Information Specialist and the Information Resources Group Manager at the School of Health and Related Research (ScHARR), The University of Sheffield, UK. Anthea has a Masters degree in Librarianship and has worked in health library and information since 2001. Anthea has a professional interest in leadership development, and has published a training needs analysis of health library and information managers, and a literature review of leadership in the library and information field. Anthea is currently a member of the Health Education England *Knowledge for Healthcare* Workforce Planning and Development Group. The group has recently commissioned a leadership development programme for health library and knowledge professionals, and created the Professional Knowledge and Skills Base (PKSB) for Health, in partnership with CILIP, the Chartered Institute for Library and Information Professionals in the UK.

Please describe the type of interactive session intended to take place:
Speed networking, followed by group discussion summing up from speed networking, drawing conclusions and possibly breaking out into pairs/smaller groups for planning leadership exchange. Depending on the number of participants (how much time is left) we would also like to explore what the participants would like to get from a leadership exchange, and if there are options for both face-to-face and virtual exchanges (what technology could be useful).

Keywords: *(Please list up to 5 keywords to describe your workshop)*
Leadership
Partnership
Diversity
Values