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Conference Programme

**EAHIL 2026 Conference, 8 – 12 June 2026, Rixos Sungate Hotel, Beldibi –
Antalya**

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

Monday - 08 June 2026	
11:00 - 13:00	Board Meeting
13:00 - 14:00	Lunch Break
14:00 - 18:00	Board Meeting
Tuesday - 09 June 2026	
08:30 - 16:00	Registration - Venue Hotel Reception
16:00 - 18:00	Council Meeting
19:00 - 21:00	First Timers Welcome Reception
Wednesday - 10 June 2026	
08:30 - 09:30	Registration - Venue Hotel Reception
09:30 - 09:45	Opening Ceremony – Maximus Francesca GUALTIERI – President of EAHIL Assoc. Prof. Güssün GÜNEŞ – Chair of Local Organizing Committee (LOC) Prof. Dr. Hamza KANDUR – Chair of International Programme Committee (IPC)
09:45 - 10:15	Keynote speech - Assoc. Prof. Suayıp BİRİNCİ - Deputy Minister of Health <i>Reimagining Health Information in the Digital Age: The Case of Türkiye</i>
10:45 - 11:00	Coffee Break
11:15 - 11:45	Wolters Kluwer - Sponsor Presentation
11:45 - 12:15	Keynote speech – Dr. Muhammet ŞİMŞEK - Deputy Head of the Forensic Medicine Institute <i>The Use of Artificial Intelligence in Forensic Medicine: The Turkish Experience</i>
12:15 - 12:30	Elsevier - Sponsor Presentation
13:00 - 14:00	Lunch Break

	Maximus	Maia-2	Maia-3
	Session1 Moderator: Francesca Gualtieri	Session2 Moderator: Katri Larmo	Session3 Moderator: Marshal Dozier
	(SID 79) Güssün Güneş	(SID 87) Kubra Zayim Gedik, Buket Karatop, Adem Akcakaya, Mehmet Kosem	(SID 9) Daiga Slahota
	A New Model in Hospital Librarianship: Early Implementations and Emerging Services in Türkiye	Evidence-Based Approaches to Research and Academic Performance Evaluation in Health Sciences: A Systematic Review of Current Practices and the Supporting Role of Information Professionals	The new roles of libraries and librarians, building bridges to new horizons
	(SID 16) Lina Nesoviene	(SID 26) Gabija Jurkšaitytė	(SID 82) Alison Bethel
14:00 - 16:00	The Complexity of Success: Rethinking Library System Migration Through Staff Experience	From Resource Managers to Research Partners: The Emerging Roles of Medical Librarians	AI for supplementary searching: 3 case studies
	(SID 84) Mala Mann	(SID 64) Sofia Serra	(SID 20) Huriye Çolaklar, Merve Nur Balık
	Beyond Searching: The Evolving Role of Information Specialists in Evidence Synthesis Partnerships	Partnering as co-authors: how information professionals at NOVA Medical School support scientific evidence synthesis	Changing Roles in Emergency Medical Interventions from a Health Literacy Perspective: Risk Communication – Online Presentation
	(SID 47) Teresa Costa	(SID 34) Luiza Baptista	(SID 7) Remy van Alebeek
	Redefining the Librarian's Role: Teaching at NOVA Medical School	Integrating Artificial Intelligence Competencies in Portuguese Academic Health Libraries	AI in Reviews: Tracking uptake among Dutch Authors
16:15 - 16:30	Coffee Break		
	Maximus	Maya-2	Maya-3

16:30 - 16:45	TDNet - Sponsor Presentation		
16:45 - 18:15	Workshop 3 (SID 27) Eli Harriss	Workshop 1 (SID 69) Emily Brennan, Rachel Whitney, Lynn Kysh	Workshop 6 (SID 88) Alison Bethel, Morwenna Rogers, Andrea Sutton, Can chatbots and large language models help design expert level search strategies for systematic reviews?
	Our training needs in 2026 as health library and information professionals	Search Hedge Development and Validation	
19:00 - 21:00	Welcome Reception		
Thursday - 11 June 2026			
08:30 - 09:00	Registration - Venue Hotel Reception		
09:00 - 11:00	Maximus Session4 Moderator: Witold Kozakiewicz	Maia-2 Session5 Moderator: Francesca Gualtieri	Maia-3
	(SID 31) Tale Evenhuis	(SID 72) Valeria Scotti	
	ASReview : advising about a workflow for screening software	Exploring AI Tool usage in European Medical Libraries: Insight from a recent survey	
	(SID 63) Carolina Andrade	(SID 56) Scilla Pizzarelli	
	Keeping “Human(s)-in-the-Loop”: information specialists in AI-enabled evidence synthesis	From PubMed to AI-powered tools: a critical evaluation of biomedical information retrieval	
	(SID 89) Anna Sikorska	(SID 57) Leila Nemati-Anaraki, Azadeh Heidari – Will be presented by Fatemeh Sheikhshoaei	
	Librarian–developer collaboration for better evidence synthesis: AI-assisted systematic search process	Health Information Specialists and AI: Proposing a Healthcare Outcomes Improvement Model (HOIM)	
		(SID 34) Luiza Baptista Melo	
	Integrating Artificial Intelligence		

		Competencies in Academic Health Libraries: Perceptions of Portuguese Librarians – Will be presented by Terasa Costa	
11:00 - 11:15	Coffee Break		
11:15 - 11:30	AMBOSS - Sponsor Presentation – Maximus		
11:30 - 13:00		Workshop 4 (SID 33) Mala Mann Exploring Rayyan's features to speed up the screening process	Workshop 5 (SID 71) Karlijn van Loon Translating search strategies between databases using large language models
13:00 - 14:00	Lunch Break		
14:00 – 14:30	Keynote speech - Prof. Dr. Nevzat Özel - Ankara University, Department of Information and Records Management <i>From Library to TrustOps: Operating the Trust Layer for Clinical AI & Evidence</i>		
14:30 - 16:30	Session 6 Moderator: Burçak Şentürk Gedikli	Session 8 Moderator: Witold Kozakiewicz	
	(SID 49) Nele. S. Pauwels, Muguet Koobasi, Ann De Meulemeester	(SID 36) Annemarie van der Velden	
	Bridging knowledge and innovation: best practices of AI support across academic, clinical and community settings	Referring to Generative AI: filling a gap	
	(SID 68) Rachel Whitney	(SID 42) Fatemeh Sheikhshoaei	
	Bridging the Gap: Exploring Foundational Skill Acquisition and Development in Academic and Health Science Librarians	The Status of E-Reading Applications in Iran from the Perspectives of Users, Publishers, and Designers with a Focus on the Medical Field	
	(SID 66) Rachel Whitney	(SID 15) Marieke Schor – Will be presented by Remy van Alebeek	
	Evidence Synthesis (ES) Training Gaps: A survey of United States information	To Include or not to Include? A prescription from the	

	professionals on how they acquire ES knowledge	pharmacy on how to use active learning assisted screening in systematic reviews	
	(SID 55) Fatih Gunaydin	(SID 18) Adela Jarolimkova	
	Evaluation of Data Quality in Türkiye's National Health Infrastructure: A Socio-Technical Analysis and Improvement Strategies for e-Nabız, MHRs, and SağlıkNET	Using chatbots for health information seeking	
16:30 - 16:45	Coffee Break		
	Session 10 Moderator: Nevzat Özel	Session11 Moderator: Mala Mann	Session12 Moderator: Francesca Gualtieri
	(SID 3) Sadaf Ullah	(SID 10) Floor Ruitter	(SID 40) Sølvi Helene Biedilæ, Johanne Longva
	Mapping the Information Landscape of Clinical Nurse Educators: Insights from a Hospital Network Needs Assessment Survey	Diamond Open Access OpenAlex database future potential as equitable database and current constraints: A case study comparing WoS and Scopus with OpenAlex	Exploring Elicit and Scite.ai as tools for systematic reviews: The relevance and quality of the results from two AI-tools compared to a traditional systematic search
	(SID 28) Katri Larmo	(SID 43) Sofie Gallot	(SID 54) Neslihan AKA
16:45 - 18:30	New Roles, New Views – Reorganization of Medical Campus Library Team	From Mapping to Action: Enhancing Systematic Review Practices at the University of Geneva	The Impact of Medical and Health Sciences Library Resources on Research Performance: An Analysis of Research Universities in Türkiye
	(SID 75) Van Overwalle Jaana	(SID 12) Aleksandra Guziąlek, Justyna Kopiec	(SID 21) Karhapää Anne, Rahnasto-Rilla Minna, Sallinen Taisa, Satama Manna
	On the usability of OpenAlex for Systematic Reviews	AI. Tool or contributor? – Online Presentation	An online course about research data management for undergraduate students
	(SID 48) Gemma Madigan Johnson	(SID 2) Banu Fulya Yıldırım, Oğuzhan Serin	(SID 85) Fatemeh Sheikhshoaei
	What is most effective method to get Google search	Physicians' Ethical Concerns About	Developing Information Services in the Clinical

	results into a RIS file format?	Artificial Intelligence: A Qualitative Research – Online Presentation	Teams with Blended Learning for Medical Librarians
18:30 - 18:45	EBSCO - Sponsor Presentation – Maximus		
19:00 - 21:00	Gala Dinner		
Friday - 12 June 2026			
08:30 - 09:30	Registration - Venue Hotel Reception		
09:30 - 10:30	Poster Presentations - Exhibition Hall		
10:30 - 10:45	Coffee Break		
10:45 - 12:00	General Assembly – Maximus		
12:00 - 13:00	Award & Closing Ceremony – Maximus		
13:00 - 14:00	Lunch		

WORKSHOPS

Workshop 3 (SID 27)

Eli Harriss, Abi Alayo

Our Training Needs in 2026 as Health Library and Information Professionals

Introduction

This session is to build on a survey about the training needs of medical librarians in Nigeria (Ikolo and Nongo, 2022), and the results from a previous EAHIL workshop held in 2023 about how busy librarians build competencies to develop and run new services (Lein et al, 2023). What do we need to learn about in 2026 as health library and information professionals? Where do we go to have those training needs met? How can we meet those training needs, and how do we want to receive the training? What skills can we teach each other as attendees at an EAHIL conference, and which training needs can be met at future EAHIL events?

Aim

To develop a list of the top 10 training needs EAHIL attendees have in 2026, and agree on methods to meet those needs.

Outcomes

Identify training needs shared by health library and information professionals in 2026.

Identify methods to meet those needs.

Description

The workshop agenda is as follows:

Introduction and session overview. (10 minutes)

Skills spectrum activity: Participants place stickers on charts to show a spectrum of skills (e.g., “open science, systematic reviews, user experiences, clinical librarianship, and research data” (Lein et al, 2023), as well as AI tools) to show where the skills gap exists for participants in the room, with post-its available for free text comments. Participants can vote for as many skills as they like. (5 minutes)

Feedback to the whole group. (5 minutes)

Small group discussions: 1) What are the top 10 training needs for the group?; 2) Where do you go to meet those training needs?; 3) How would you like to receive training to meet those needs? Answers will be written down on sheets of paper, and the groups will be mixed up for each question. (25 minutes)

Feedback as a large group: Which training needs are mentioned most frequently? Voting on the top 10 training needs and how to meet those needs. (10 minutes)

Group discussion: What skills can you swap and teach each other? (5 minutes)

Discussions in small groups, theming the groups according to the skills participants are willing to teach, and the skills they need to learn. What skills can we teach each other at future EAHIL events? (10 minutes)

Summing up, and reporting back about the next actions each participant will take to address a training need, exchanging contact details, and making one commitment to follow through with. (10 minutes).

This workshop will focus on developing a list of prioritised training needs for health library and information professionals. The notes from the workshop will inform an article for the Journal of EAHIL and recommendations to inform EAHIL continuing professional development (CPD) planning.

Activities

The workshop will consist of a talk, individual activities, discussion in pairs and small groups, and group discussion.

Target audience

Health library and information professionals who attend the EAHIL 2026 Conference.

Duration: 75 min.

Maximum number of participants: 30.

Information for participants

This is a session to welcome ideas from colleagues who are new to the profession, along with those who have more experience. This is a session for everyone interested in CPD, and learning something new from peers.

Keywords: Education, capacity building and the future of library spaces; Emerging roles; Best Practices

Maia-2

Workshop 1 (SID 69)

Emily Brennan, Rachel Whitney, Lynn Kysh
Search Hedge Development and Validation

Abstract

Aims

Developing and validating search hedges can be complex and time-intensive, but it is a critical skill for advancing high-quality searching in the health sciences. This workshop will equip participants with both the theoretical foundation and practical experience needed to undertake this work confidently.

Methods

Instructors will begin by defining what a search hedge is and discussing its importance in improving the precision, reproducibility, and efficiency of literature searching. Participants

will explore and compare several techniques used in search hedge development, gaining insight into both methodological and applied approaches. The session will then move into hands-on activities where learners will practice the steps involved in developing and validating an infant search hedge for PubMed. Using a modified checklist based on the PRESS (Peer Review of Electronic Search Strategies) Guidelines, participants will peer-review an existing search hedge to evaluate its quality. Through guided demonstrations and group exercises, participants will identify key search terms and apply appropriate strategies for building a robust hedge. Next, participants will use Covidence, a systematic review management tool, to screen a subset of references according to predefined eligibility criteria. The workshop will conclude with an instructor-led walkthrough of relative recall calculations, allowing participants to compute sensitivity and specificity metrics using a provided test set of citations.

Outcomes

By the end of the session, participants will have gained practical experience in the end-to-end process of search hedge development, peer review, validation, and performance evaluation—skills they can apply in their own systematic searching and evidence synthesis work.

Duration of the Interactive Workshop: Long – 150 minutes

Level: Intermediate

Keywords: Search hedges, systematic reviews, expert searching

Maia-3

Workshop 6 (SID 88)

Morwenna Rogers, Alison Bethel, Anthea Sutton (SID 88)

Can Chatbots and large language models help design expert level search strategies for systematic reviews?

Abstract

AI is being used for aspects of the systematic review process. Whereas studies show that AI can save time in screening and data extraction, it tends to perform more poorly at designing and running expert searches. Using published systematic reviews, attendees at this CEC will attempt to recreate search strategies using titles and inclusion criteria on a variety of platforms including ChatGPT, Perplexity and Copilot. We will collect data on techniques and prompts used and together we will compare the findings from the human generated searches to those produced by the chatbots.

Structure of session: The session will begin with a Menti quiz to discover tools known and used by participants. Participants will be provided with a systematic review question, including inclusion and exclusion criteria. Using one of the Chatbots they will design a MEDLINE search. The searches generated by the chatbots will be compared to the human search saved on Ovid MEDLINE in terms of

1. Number of hits retrieved
2. Number of included studies retrieved
3. Choice of terms, syntax and subject headings used

Maia-2

Workshop 4 (SID 33)

Mala Mann, Meg Kiselva

Exploring Rayyan's Features to Speed Up the Screening Process

Abstract

Subthemes: Emerging Technologies in Health Information and Medical Libraries

Purpose: This workshop will explore the functionalities within Rayyan software designed to optimize the screening process. Through exercises and group discussion, participants will gain hands on experience in using Rayyan. Participants will develop an understanding of its benefits and learn its potential to speed up the screening process which can be disseminated within their institutions.

Background: Conducting evidence syntheses is highly labour-intensive, especially due to the necessity to screen a large number of articles. Artificial intelligence (AI) is increasingly viewed as a promising solution to this challenge, offering efficient and innovative tools to streamline the process. There are several AI-assisted tools: to name a few, Abstracker, Covidence, DistillerSR, Rayyan and many more.

Rayyan is a web-based tool designed to facilitate the selection of studies for systematic reviews and other evidence synthesis. The platform supports collaborative screening of titles and abstracts and offers functionalities such as tagging, inclusion/exclusion labelling, and conflict resolution. While Rayyan is widely recognized for its screening capabilities, many of its other functionalities such as the data extraction feature remain underutilized, largely due to limited awareness within the academic community. As librarians and information specialists, we are well positioned to promote and disseminate knowledge about these valuable features.

Summary and activities:

Prior to the workshop: Participants are asked to complete 2 tasks before attending the workshop:

1. Signup for free Rayyan account <https://www.rayyan.ai/>
2. Participants are sent a RIS file to save on their laptop (this file will be imported during the workshop)

During the workshop:

1. Introduction
2. Task 1: Participants are asked to log in to their Rayyan portal and import the ris file
3. Group discussion
4. Task 2: Participants are invited to carry out screening
5. Plenary discussion

NB Participants are asked to bring a laptop, tablet or similar device for the workshop with access to the internet.

References:

1. Ouzzani, M., Hammady, H., Fedorowicz, Z. *et al.* Rayyan—a web and mobile app for systematic reviews. *Syst Rev* 5, 210 (2016). <https://doi.org/10.1186/s13643-016-0384-4>
2. Getting Started with Rayyan - A Quick Start Guide <https://help.rayyan.ai/hc/en-us/articles/22697630697617-Getting-Started-with-Rayyan-A-Quick-Start-Guide>

Description of design for interactivity: Flipped learning: Participants are asked to register for a Rayyan account ahead of the session. During the session participants will be asked to import the RIS file, carry out screening and discuss their experiences of using the platform.

Learning outcomes:

- Understand the core functionalities of Rayyan and how they support screening process
- Apply AI-assisted features within Rayyan to prioritize and streamline the selection of relevant studies
- Understand how to utilise features including tagging, labelling, and collaboration tools.

Target audience: Librarians/information specialists who are involved working with evidence synthesis teams with an interest in artificial intelligence

Level: Introductory – This session is for individuals with no or little experience of using Rayyan.

Prior knowledge or experience needed in participants: Knowledge of the evidence syntheses process

Is preparation in advance by participants applicable? Yes (signup for Rayyan.)

Biography of workshop presenter:

Mala Mann is a Systematic Reviewer at SURE, Cardiff University with over 20 years' experience. Mala has co-authored over 150 publications and has experience in all aspects of the review process from protocol development to evidence synthesis. She provides training for staff and students and has conducted workshops across Europe.

Duration: Interactive workshop – 75 minutes

1. Read the following articles: **Getting Started with Rayyan - A Quick Start Guide**
2. <https://help.rayyan.ai/hc/en-us/articles/22697630697617-Getting-Started-with-Rayyan-A-Quick-Start-Guide>

Facilities required: Presentation facilities, electricity points for laptops, room layout – group pods

Keywords: Artificial intelligence, Study screening, Evidence syntheses

Maia-3

Workshop 5 (SID 71)

Karlijn van Loon

Translating Search Strategies Between Databases Using Large Language Models

Abstract

Search strategies often need to be translated between different (biomedical) databases, such as Embase.com, Scopus, PubMed, and Web of Science. This process can be time-consuming and error-prone, especially given differences in syntax, field codes, and proximity operators. Although various automated tools are available, they often fall short by producing inaccurate results, such as non-existent MeSH terms. In addition, these tools are frequently limited to translating in only one direction, such as from PubMed to Embase.com, and may not support the full range of database combinations needed in practice.

In this interactive workshop, you will learn a practical, step-by-step approach to using large language models (LLMs), such as ChatGPT, to assist with translating search strategies. Instead of relying on fully automatic translations, we demonstrate how LLMs can serve as your translation assistant. Participants will remain actively involved in the process, for example, by checking how subject headings (like MeSH or Emtree) are best transferred between databases. This approach helps ensure the accuracy and quality of the translated search strategy. The method taught is adaptable to any database, including those not explicitly covered in the workshop.

The workshop is designed for information professionals and researchers who regularly conduct systematic searches and want to enhance their workflow. No advanced technical skills are required, but a basic understanding of the syntax of the databases you use is recommended. During the session, participants will actively practice using LLMs to translate search strategies. Please ensure you have access to an LLM (such as ChatGPT or Gemini) on your laptop or device and check in advance whether your institution allows the use of such tools.

By the end of the workshop, participants will have a set of ready-to-use prompts and a practical step-by-step plan for using LLMs to translate search strategies between databases. They will also gain the ability to adapt these instructions for the databases and contexts relevant to their own work.

Keywords: Large language models; search strategy translation; biomedical databases; systematic searching; information professionals

PRESENTATIONS

(SID 79) Güssün Güneş

A New Model in Hospital Librarianship: Early Implementations and Emerging Services in Türkiye

Abstract

The establishment of public libraries within hospitals in Türkiye represents an innovative approach designed to strengthen access to information in healthcare institutions and to support the psychosocial well-being of patients, caregivers, and healthcare professionals. The process of creating hospital libraries through protocols signed between Provincial Health Directorates and Provincial Directorates of Culture and Tourism has formed pioneering examples of hospital–library integration. This model aims to help patients and their companions make productive use of their time during treatment, enhance their morale and motivation, and contribute to the professional and cultural development of healthcare workers.

This study analyzes the formation of hospital library structures by examining 977 hospitals within the healthcare facilities affiliated with the Ministry of Health. The research defines the emerging model of hospital librarianship in Türkiye; evaluates the social, cultural, and psychological contributions offered by hospital-based libraries to different user groups; and discusses the potential of collaboration between healthcare institutions and cultural institutions to evolve into a sustainable service model. Findings indicate that libraries integrated into hospitals function not only as centers of information, but also as therapeutic, rehabilitative, and socially inclusive spaces.

Keywords: Hospital librarianship, Health information services, Patient and caregiver support, Library–healthcare collaboration, Public libraries in hospitals

(SID 16) Lina Nesoviene

The Complexity of Success: Rethinking Library System Migration Through Staff Experience

Abstract

Background/Objectives: Library system migrations are usually evaluated based on technical success – whether systems go live smoothly and data transfers completely. However, this focus on organizational metrics often overlooks how staff experience these major workplace changes psychologically and emotionally.

This study aimed to explore what librarians experienced during and after migration from Aleph to Alma, and whether naming difficult emotions (migration trauma, loss of mastery) could have eased staff distress.

Methods/Approach: A retrospective mixed-methods survey of 35 librarians from three Lithuanian academic libraries that migrated from Aleph to Alma (2021-2022) was conducted in 2025. Participants reflected on emotions, recovery, and meaning-making processes several

years after implementation. Closed-ended responses were summarized using simple statistics; open-ended answers were analyzed for recurring themes.

Results/Findings: The findings reveal a clear gap between organizational success and personal experience. While the migration project met all formal goals, participants reported emotional exhaustion, loss of professional confidence, limited emotional vocabulary in workplace communication, with mixed views on whether naming emotions helped or burdened the migration. Together, these findings expose a central disconnect: both organizations and individuals measure success and cost accurately, but they are counting completely different things – and only one perspective gets acknowledged.

Conclusions/Implications: This study reveals that library system migration is more complex than technical metrics suggest. The findings invite dialogue about how libraries define and communicate success in organizational change. *Can we call migration successful if people lost more than they gained?* Future migrations must account for both technical success and human cost.

Keywords: digital transformation, library system migration, Alma, emotional literacy, staff wellbeing

(SID 84) Mala Mann

Beyond Searching: The Evolving Role of Information Specialists in Evidence Synthesis Partnerships

Abstract

Introduction: Evidence-Based Medicine (EBM) has significantly expanded the role of information specialists, moving beyond literature searching to active participation in multiple stages of the systematic review process. While AI tools are increasingly integrated across the research lifecycle, librarians and information specialists remain indispensable members of evidence synthesis teams. Traditionally, their primary contribution involved designing and executing comprehensive literature searches. Today, however, their expertise extends far beyond search strategies, encompassing a wide range of activities throughout the evidence synthesis process. This presentation explores the Specialist Unit for Review Evidence (SURE), a grant-funded research unit based in a university library service whose staff carry out systematic reviews and teach review techniques.

Method: The unit was established in 2000 to continue the development of an evidence-based project that provided summaries of the best available evidence across a range of topic areas and were widely used in health care and policy development. Since then, SURE has undertaken

a wide range of funded projects, partnering with organisations nationally and internationally. The team also provides consultancy and training services for research teams carrying out systematic review. Expert advice and support is available in the areas of protocol development,

writing grant applications, literature searching, critical appraisal, and presentation findings.

Results: Drawing on real-world examples from SURE, this presentation demonstrates how the

role of information specialists has expanded far beyond traditional search activities. Their contributions now encompass protocol development, study selection, data extraction, and methodological guidance. By enhancing the rigour, reproducibility, and efficiency of evidence

synthesis, they strengthen collaboration within multidisciplinary teams and seamlessly integrate with both human and AI-assisted workflows.

Conclusions: Despite the current economic challenges, the unit continues to demonstrate resilience and growth. These results underscore the evolving and dynamic contributions of information specialists in evidence synthesis. Their expertise is vital to producing high-quality, impactful research, reinforcing their position as essential partners in the research environment. These findings highlight the expanding and dynamic role of information specialists in evidence synthesis.

Keywords: Information specialists; evidence synthesis; systematic reviews; multidisciplinary collaboration; AI-assisted workflows

(SID 47) Teresa Costa, Carolina Andrade, Sofia Silvério Serra **Redefining the Librarian's Role: Teaching at NOVA Medical School**

Abstract

Academic librarians have evolved from custodians of collections to active educators, fostering critical thinking and research skills. At NOVA Medical School (Portugal), librarians play key roles in teaching courses on information literacy, research ethics, and Open Science. This collaboration highlights the expanding pedagogical function of librarians, requiring new competencies in curriculum design and assessment to support academic success and research excellence.

Background: The Academic Librarian in Higher Education

Historically, the librarian was perceived as a “guardian of collections,” responsible for organizing, preserving, and providing access to information resources. However, the digital age and the exponential growth of information sources have redefined this role. Academic libraries have evolved from mere repositories and study spaces into active learning environments that foster critical thinking and research skills (Bundy, 2004).

According to Ariew (2014), librarians have provided instruction for decades, yet teaching was not always considered central to their professional identity. The Association of College and Research Libraries (ACRL) has been instrumental in transforming this perception by proposing a conceptual framework for Information Literacy that extends beyond locating and retrieving information. The librarian assumes a pedagogical function, supporting knowledge construction through guidance, instruction, and collaboration with faculty and students.

Approach and Findings: The Librarian as an Educator: The NOVA Medical School Case

The pedagogical practice of academic librarians has expanded significantly. Librarians participate in teaching teams, contributing to curricular units, master's and doctoral programs, and delivering transversal training initiatives. This reflects growing recognition that information, scientific, and digital literacies are essential to academic formation and responsible research (Dudziak, 2003).

At NOVA Medical School (NMS), this collaboration occurs on multiple levels. The library team is frequently invited to teach on postgraduate courses, addressing topics such as search

strategies, systematic reviews, research ethics and scholarly communication, and Open Science. Such engagement has fostered a close partnership between librarians and faculty, positioning the library as an educational collaborator rather than merely a service provider.

The Framework for Information Literacy for Higher Education (ACRL, 2016) emphasizes that essential information literacy concepts cannot be taught in a single session but must be cultivated throughout the student's academic journey.

In NMS context librarians were invited to design an elective course within the Integrated Master's in Medicine program aimed at developing students' information literacy skills and reinforcing their critical skills. This led to the creation of the curricular unit Information Resources in Health Sciences (IRHS), a semester-long, 26-hour course awarding 3 ECTS credits.

Academic librarians have thus moved from bibliographic instruction to fostering critical thinking through information literacy education, expanding their teaching role within academia (Kirker, 2022). This evolution demands new competencies, pedagogical expertise, communication skills, curriculum design, and learning assessment capabilities.

Conclusions

The redefinition of the librarian's role in higher education mirrors a broader transformation in academic institutions and teaching-learning practices. Recognizing librarians as educational partners presents both opportunities and challenges, chief among them the institutional acknowledgment of their pedagogical and strategic value in supporting academic success.

Keywords: Academic library, medical librarian, teaching, information literacy, new roles

(SID 87) Kubra Zayim Gedik, Buket Karatop, Adem Akcakaya, Mehmet Kösem

Evidence-Based Academic Performance Evaluation in Health Sciences: From Principle to Practice

Introduction: Academic evaluation in the health sciences is multidimensional, covering research, education, and clinical performance, which together form the long-standing "triple threat" ideal of the academic clinician (Gonzalo et al., 2021). In practice, evaluation often relies on journal-level metrics and decontextualised citation counts. This rewards what is easy to count and tends to overlook contributions such as clinical excellence, which have no meaningful bibliometric equivalent. International frameworks such as DORA, the Leiden Manifesto (Hicks et al., 2015), and The Metric Tide (Wilsdon et al., 2015) warn against these practices. However, they describe what responsible evaluation should be much more clearly than how it can actually be achieved.

Methods: This is a critical, perspective-based review. The principles of DORA, the Leiden Manifesto, and The Metric Tide were examined together with the wider literature on responsible metrics and on academic evaluation in the health sciences. These sources were synthesised thematically around the gap between evaluation principles and their practical application. The review is interpretive rather than exhaustive.

Results: Several recurring weaknesses appear across the literature: inappropriate metric selection, misinterpretation of indicators, opaque data sources, and the use of quantitative scores in place of expert judgement. These problems share a common root, namely the gap between the availability of metrics and the methodological rigour needed to use them responsibly. An evidence-based approach narrows this gap by combining accurate and transparent data, field-appropriate indicators, and expert judgement, while also acknowledging dimensions such as clinical performance that metrics cannot capture. Closing this gap is largely a question of expertise, and this is where the information specialist becomes essential. Validating data sources, placing indicators in context, and building bibliometric literacy among evaluators are the practices that turn raw metrics into evidence-based judgement. Without them, responsible-metrics principles remain little more than good intentions. For this reason, the information specialist should be seen not as a marginal support function but as a central enabler of evidence-based assessment (Gómez, 2015).

Discussion / Conclusion: Responsible academic evaluation in the health sciences does not depend on better metrics alone. It depends on an evidence-based framework that brings together multiple sources of evidence, including dimensions such as clinical contribution that resist quantification, and on the expertise needed to apply that framework. The information specialist plays a defining role here: by validating data sources, placing indicators in context, and building bibliometric literacy among evaluators, they act as the central enabler of evidence-based assessment. Placing the information specialist at the centre of this process offers a workable route towards assessment that is transparent, fair, and methodologically sound.

In this presentation, these principles are illustrated with reflections from current practice in a health sciences setting.

Keywords: Evidence-based evaluation; Responsible metrics; Research evaluation; Clinical performance; Information specialists

(SID 26) Gabija Jurkšaitytė

From Resource Managers to Research Partners: The Emerging Roles of Medical Librarians

Abstract

As the demands of academic research evolve, traditional librarian roles of providing information support and training have been expanded to include support in almost all steps of the research lifecycle. Faculty members now seek librarians' expertise not only for access to resources, but also for support in searching, publishing, data management, and research impact assessment.

The library's growing integration in research services reveals both an opportunity and a challenge: to stay equipped, recognized, and sustainably supported. This presentation explores the expanding roles of medical librarians as research partners, drawing on experiences from the Lithuanian University of Health Sciences, such as an increasing demand for systematic review support, journal selection advice, and management of the university's scientific output.

At the Lithuanian University of Health Sciences, we are establishing a team of medical librarians trained to support systematic reviews. Although still in its early stages, the team actively participates in several research projects with faculty members and private researchers. Team members are continuously trained through knowledge gained from conferences, workshops, and courses, and are supported by established cataloging and research metrics teams.

As librarians integrate more into research, they help ensure transparency, reproducibility, and ethical scholarship, reinforcing the credibility of institutional research. However, this evolution brings challenges to keep up to date with research knowledge and methodologies, have a clear plan of new effective support system implementation, and to be aware of responsibility that comes with being a part of research.

While the shifting role of the medical librarian comes with many challenges, positioning the library as a knowledge hub strengthens the institution's research ecosystem as well as establishing librarians as both facilitators and co-creators of knowledge.

Keywords: Medical librarians; research support; systematic reviews; research lifecycle; scholarly publishing

(SID 64) Sofia Serra

Partnering as Co-authors: how information professionals at NOVA Medical School support scientific evidence synthesis

Abstract

NOVA Medical School Library (Portugal) has become a key collaborator within the institution's research environment, markedly through its support of evidence synthesis.

Through targeted integration strategies, librarians incorporated research teams, resulting in increased publication co-authorship. This communication outlines the implemented practices, obstacles and outcomes, willing to promote academic librarians' active engagement in research.

Background/Objectives

Academic libraries increasingly integrate teaching, learning, and research, namely through information literacy promotion and evidence synthesis (Borrego C Pinfield, 2020; Janke C Rush, 2014). Reviews that involve librarians are more rigorous, reproducible, and less prone to bias (Aamodt et al., 2019; Pawliuk et al., 2024; Rethlefsen et al., 2015; Schellinger et al., 2021), bringing professional recognition, skills development, and greater awareness of institutional research needs (Borrego C Pinfield, 2020; Foutch, 2016). However, such collaborations face challenges including inconsistency in acknowledgement, limited staff time, and lack of standardized credit (Borrego C Pinfield, 2020; Brunskill C Hanneke, 2022).

Methods/Approach

A qualitative case study analyzed NOVA Medical School (NMS) Library's evidence synthesis support service, focusing on integration strategies. Each research project was assessed for librarian involvement, performed tasks, scientific output, and recognition of collaboration.

Results/Findings

The results of the NMS Library's experience will be presented in tabular format and analyzed according to the topics mentioned above.

Keywords: Academic library, medical librarian, co-authorship, evidence synthesis

(SID 34) Luiza Baptista

Integrating Artificial Intelligence Competencies in Portuguese Academic Health Libraries

Abstract

Background/Objectives

The importance of Artificial Intelligence (AI) in human activities is undeniable, and its growing impact in academia is evident in research, teaching, and information management practices. Following the study "*Competition or Complementarity between ChatGPT and University Libraries: Higher Education Students' Perceptions of Support in Academic Tasks*," it becomes crucial to better understand the presence and role of AI in Portuguese Higher Education Libraries of the Health Sciences. As AI tools evolve quickly and become more common among students and teachers, it is important to look at how ready academic libraries are to use these technologies and how they view their role in adapting services and workflows. This study aims to assess how academic librarians in the health sciences field in Portugal perceive and apply the competencies defined in the ACRL's *AI Competencies for Academic Librarians - October 2025*.

Methods/Approach

A questionnaire was designed and distributed to Portuguese librarians working in Higher Education Institutions of the Health Sciences field. The methodology combined quantitative and qualitative approaches: closed-ended questions were used to collect quantitative data on the degree of knowledge, implementation, and perceived relevance of AI-related competencies, while an open-ended final question allowed a qualitative exploration of participants'

perceptions, concerns, and expectations regarding the integration of AI in academic libraries. The collected data were analyzed descriptively and interpretatively, providing insights into the level of engagement with AI technologies and their perceived impact on information services. We analyzed the data using both descriptive and interpretive methods to understand how much people engage with AI technologies and how they believe these tools have an impact on information services.

Results/Findings

Preliminary results reveal varying levels of awareness and application of AI competencies across institutions. While respondents recognize AI's potential to enhance information retrieval, data curation, and decision support, they also identify barriers such as the lack of institutional policies, training opportunities, and ethical guidance. Responses to the open question indicate a growing interest in developing AI literacy, yet accompanied by caution regarding its integration into library services and research support. The findings suggest that librarians in the health sciences acknowledge the transformative potential of AI but emphasize the importance of human expertise, professional judgment, and ethical oversight in its adoption.

Conclusions/Implications:

The study highlights the need for a strategic and informed approach to integrating AI competencies within academic libraries, particularly in the context of health sciences education. Based on the results, several future-oriented actions are proposed: (1) developing continuous professional training programs focused on AI literacy; (2) defining institutional policies that ensure the responsible and ethical use of AI; (3) fostering collaboration networks and sharing of best practices; and (4) promoting applied research that connects AI innovation with health information services. This research contributes to aligning Portuguese academic library practices with international standards and preparing information professionals for an academic environment increasingly shaped by AI technologies.

Keywords: Artificial Intelligence; Academic Libraries; Health Sciences; Librarians' Competencies; Portugal

Session 3 – Moderator: Marshall Dozier

(SID 9) Daiga Slahota

The new roles of libraries and librarians, building bridges to new horizons

Abstract

Rīga Stradiņš University Library is the main medical and health sciences library in Latvia. It provides methodological support and assistance to healthcare institutions throughout the country. I would like to share my personal experience with the library and discuss the changes we are experiencing in shaping the future of health information and medical libraries. Additionally, participating in the EAHIL2026 conference will be extremely valuable for both the RSU Library and myself. The exchange of experiences among conference participants fosters meaningful connections, enhances professional growth, and expands knowledge. This conference presents an opportunity for me to learn new insights and best practices, as well as to share knowledge in the field of health information and medical libraries, which I can then implement in practice.

In my presentation, I will outline the achievements of the RSU Library and use them as a foundation for our future steps. I will focus on four key areas that are crucial for the growth and transformation of both the Library and its librarians:

1. The role of libraries and librarians in scientific research.
2. The function of librarians as educators in Information Literacy.
3. The involvement of librarians in the acquisition of knowledge for evidence-based practice.
4. The evolving role of librarians in developing Systematic Reviews and other forms of evidence-based research information.

The RSU Library is currently undergoing modernization. Looking ahead, the library aims to actively participate in university research and scientific processes. Key trends include incorporating Information Literacy courses into all RSU study programs, applying artificial intelligence in library operations, implementing the best practices from abroad, and fostering international cooperation.

As the role of the RSU Library and our role as librarians change, we are also developing our library's mission to provide higher-quality information resources and services for the RSU study process, Latvian healthcare research activities. Actively engaging in healthcare scientific processes, we are building a new bridge of cooperation with medical and healthcare specialists.

Keywords: Medical information literacy; health sciences libraries; medical librarians; lifelong learning; international cooperation

(SID 82) Alison Bethel, Morwenna Rogers, Andrea Sutton

AI for supplementary searching: 3 case studies

Abstract

Introduction: We are witnessing a lot of discussion about AI in evidence synthesis which has resulted in a flurry of tools and research into using them. As library and information professionals in the evidence synthesis world we have all dipped into a few, tried them out, chatted informally about them, read the research with interest and watched videos from experts. The field is moving rapidly and standalone evaluations are difficult to conduct and complete due to the speed at which tools evolve and appear. Therefore, information specialists from the Universities of Exeter and Sheffield have been recording results from using AI as part of our everyday work to discover how useful they can be day to day as we design, develop and run searches for systematic reviews.

Aim: To test three freely available AI tools as a supplementary search method for three different review types.

Method: We will use a freely available AI tool eg Undermind as a supplementary search method for each case study.

CASE 1

Evidence and gap map

CASE 2

Scoping review

CASE 3

Systematic review: If additional unique references are found, then we will investigate the nature of these articles and the reasons why they were not picked up by traditional search methods.

Results:The results of each case study will be presented including which AI tool was used for each review type and the corresponding prompts. The degree of overlap between the references will be reported focussing on any additional unique references found and their relevancy. For any additional unique references, we will share whether they were in the databases we searched and why they weren't retrieved. Further findings about the journals and publishers including which databases the journals are indexed in will be presented. Finally, we will report on the number of references not retrieved by the tool and highlight any significant omissions.

Conclusion:The results of this work will give us insight into the use of AI tools for supplementary searching

Keywords: Artificial intelligence; supplementary searching; evidence synthesis; systematic reviews; information specialists

(SID 20) Huriye Çolaklar, Merve Nur Balık

Changing Roles in Emergency Medical Interventions from a Health Literacy Perspective: A Historical Analysis of Risk Communication

Abstract

Health literacy is the ability of individuals to find, understand, evaluate, and apply health-related information. In today's world, where information, especially access to accurate information is paramount, a sufficient level of health literacy is essential as a means of accessing information. Health literacy training provided to individuals and informative health information to the public are crucial for health protection, risk management, and emergency interventions. This study aims to evaluate Mustafa Muhlis's article "Ahvâl-i Müsta'celede Tedâbir-i Âniye-i Tıbbiye" (Immediate Medical Measures in Emergencies) , published under the heading "Musahabe-yi Sıhhiye" (Health Conversations) in the 629th and 631st issues of Servet-i Fünûn magazine, focusing on "risk communication" within the context of health literacy. In this context, the changing roles in emergency medical interventions from past to present will be identified.

Servet-i Fünûn magazine, aims to inform the society of the time about first aid and raise awareness. For health-literate individuals, it provides information on how to manage three fundamentally different types of fainting until a doctor or paramedic arrives. These are as follows: 1- İhkân (blood accumulation, especially in the brain), 2- Gaşy (a different type of fainting), and 3- Havâle-i Etfâl (seizure in children). Brief medical information and definitions are also provided to inform the public about what to do in these three situations. Although there is not a separate topic in the article, "sekte" (heart failure) is also mentioned and information is provided on the methods to be followed in first aid for the problems described. This article reflects the understanding of health literacy and the implications of risk management and risk communication today. In this context, the textual study that sheds light on the past will be evaluated within the framework of both health literacy and risk communication, and an attempt will be made to compare each intervention suggestion with today's emergency medical practices.

The research will utilize qualitative research methods, including a literature review and document analysis. This literature review will enable a detailed evaluation of the historical text. Document analysis involves examining the text in the journal in question, gathering relevant information, and providing data through documents.

"Ahvâl-i Müsta'celede Tedâbir-i Âniye-i Tıbbiye " (Ahvâl-i Müsta'celede Tedâbir-i Âniye-i Tıbbiye), when considered within the context of health literacy, is expected to undertake the following mission: By examining the history of first and emergency aid in Turkey from a

contemporary perspective, it will provide an example of practices from 123 years ago, integrating it into the current literature. The relationship between the topic of emergency medical interventions discussed in this article and the concept of SOY will be evaluated within the framework of "the functions it plays in health information transfer, its transmission, reception, perception, application, and ultimately, in shaping public opinion." Furthermore, bringing this text to the present day may fill a gap, albeit a small one, in the literature regarding the history of first aid.

Keywords: Emergency medical interventions, health literacy (HL), risk communication, changing roles.

(SID 7) Roberto Cruz Martinez, Remy van Alebeek, Floor Ruiter, Marieke Schor AI in Reviews: Tracking uptake among Dutch Authors

Abstract

Background: Reviewers now have access to AI-tools that can assist in multiple stages of conducting a review, such as finding literature, data extraction, and, most notably, the screening of retrieved articles. However, despite these advancements, uncertainty remains regarding the acceptance of the use of AI tools within reviews by academic publishers. Consequently, this pilot study seeks to explore the growing role of AI in the review process and to investigate the factors influencing researchers' decisions to adopt AI-tools in their reviews.

Methods: A rudimentary search strategy was developed to identify reviews either published in 2025 or registered in 2024-2025 that involved at least one author affiliated with an institution in the Netherlands. Reviews published in 2025 were retrieved from Web of Science, while those registered in 2024-2025 were identified through PROSPERO. For each record, data were extracted on whether AI-tools were utilised during the following stages of the review process: literature searching, screening, data extraction, and risk of bias assessment. Where applicable, the specific AI tools and software used were also recorded.

Results: At the time of submitting this abstract, data extraction of 221 records published between January and August 2025 retrieved from Web of Science, alongside 210 records registered in PROSPERO during 2024 was completed. Our preliminary analysis indicates that AI tools are most often used in screening. Among those that specified their tools, 5 of the Web of Science reviews (3%) and 17 of the PROSPERO registrations (16%) reported utilising AI during the screening stage. The most prevalent tool was ASReview.

Next to the screening stage, AI tools were rarely applied in other phases of the review process: one Web of Science review and one PROSPERO registration reported using AI for literature searching, while a single PROSPERO registration indicated AI use for data extraction. No records mentioned utilising AI tools in risk of bias assessment.

It should be noted that a large percentage of reviews and protocols lacked sufficient detail to confidently identify the (lack of) AI use. For instance, only 130 of the Web of Science reviews (58%) and 106 of the PROSPERO registrations (50%) explicitly reported which screening software had been used.

Discussion: These preliminary findings suggest that the adoption of AI tools in systematic reviews remains limited. Protocols report a higher (intention to) use of AI tools than published reviews. This suggests that the adoption of AI tools will increase in the near future.

AI applications were predominantly used in the screening stage, whereas use in literature searching, data extraction, and risk of bias assessment was rare. This indicates that while AI-

supported screening is gaining traction, broader integration of AI into other review phases remains at an early stage.

A limitation of the current analysis is that records from Web of Science and PROSPERO have not yet been linked, which may influence the observed proportions. Future work will include this linking and a qualitative survey of corresponding authors to explore motivations, perceived barriers, and attitudes toward AI adoption in the review process.

Keywords: Artificial intelligence; systematic reviews; AI adoption; screening tools; Dutch researchers

Session 4 – Moderator: Witold Kozakiewicz

(SID 31) Tale Evenhuis

ASReview : advising about a workflow for screening software

Abstract

Title: Advising about a workflow for screening software

Subtitle: Experiences of an information specialist about using ASReview for screening bibliographic references

Background/Objectives

Due to the growing number of scientific papers, screening references found in bibliographic databases like PubMed, Embase, Web of Science. requires a significant amount of time. Since the numbers papers it is growing throughout the years, screening huge numbers of relevant references is consuming ever more time. Artificial Intelligence (AI) can be very helpful to reduce the amount of time spend screening. Information specialists have a role in advising researchers how to use AI for screening bibliographic references and leading them through a workflow using AI that diminishes the risk missing relevant records.

Methods/Approach

This abstract describes four aspects. First, it describes a workflow using AI for screening references, which is applicable in all sorts of tools like Rayyan, Abstrackr, ASReview etc. It consists of three phases and is designed to save much time and still be sure that no relevant references are missed. 1) Screening a few references at random. 2) Using these references as prior knowledge to train an Active Learning Model and screen further on. 3) Checking whether excluded references are really irrelevant. Second, it describes how information specialists can help researchers how to implement these phases in their screening process. It emphasizes the importance of formulating clear inclusion and exclusion criteria. It also addresses a key question: should search strategies still aim to reduce the number of retrieved references using additional concepts, or is it better to retrieve larger sets to minimize the risk of missing relevant studies? Fourth, a workaround is given how to screen with multiple researchers.

Results/Findings

Although this workflow is useful for all kinds of screening tools, it is actually very applicable in ASReview. The last version of ASReview is completely designed to support this workflow and can save to almost 90% of the screening time and still find all the relevant records. In the searching phase this means two things. This enables two strategic options: 1) Use traditional search strategies and benefit from faster screening. 2) Use broader, more sensitive search strings

to capture more references without increasing workload. Still it is a laborious process, which needs the assistance of information specialists to lead researchers through the workflow, and to show how to use this workflow when screening by multiple researchers. Information specialists also have a role to stress the importance of formulating clear inclusion and exclusion criteria.

Conclusions/Implications

To be sure that no relevant references are missed by using AI to screen bibliographic references, this abstract describes a workflow in three steps. Information specialists have a significant role in leading researchers through the workflow.

Keywords: ASReview; AI-assisted screening; active learning; bibliographic reference screening; information specialists

(SID 63) Carolina Andrade, Sofia Silvério Serra, Teresa Costa Keeping “Human(s)-in-the-Loop”: information specialists in AI-enabled evidence synthesis

Abstract

Recent advances in artificial intelligence (AI) are transforming evidence synthesis, yet significant risks persist. This bibliometric review analyses a human-in-the-loop approach to AI-driven synthesis, demonstrating how information specialists’ methodological expertise and oversight are essential for ensuring quality, ethics, transparency, and methodological rigour in AI integration.

Background/Objectives

Information specialists (IS) are essential to evidence synthesis (ES) by ensuring research integrity through expertise in searching, evaluating, and managing information for evidence-based health decisions (1,2).

Recent advances in large language models (LLMs) and artificial intelligence (AI) workflows automate many ES tasks, such as information retrieval, screening, data extraction, and bias assessment (2–4). However, current AI creations remain unclear in decision-making, risk of algorithmic bias, lack of generalizability, and susceptibility to errors such as hallucinations and fake outputs, which need to be addressed to keep the reliability of ES (3–6). Major organisations (e.g., Cochrane, JBI, Campbell Collaboration) advocate for responsible use of AI through a “human-in-the-loop” (HITL) approach, emphasising that ES must not be left fully to automation, and that structured human involvement remains essential to oversee, collaborate, and validate AI-assisted outputs at key stages (2,4,7–10)

This study explores human–AI collaboration in ES, aiming to highlight the role of IS in AI-supported ES, which AI tools are mostly used, and for what purposes, and to identify main challenges and potential benefits of this partnership.

Methods

A search query combining terms related to HITL (e.g., human-AI collaboration OR hybrid intelligence), with terms related to AI applications (e.g., large language model, machine learning, generative AI, chatbot), and with ES terms (e.g., systematic review, scoping review,

meta-analysis) was run in PubMed, Scopus, Web of Science and preprint platforms on November 2025 without limits. After deduplication, a total of 848 references were retrieved. A bibliometric analysis using VOSviewer (co-occurrence keyword network with thematic clusters) was combined with a literature review to analyse AI tool use in evidence synthesis, human involvement and reported outcomes.

Results/Findings

Findings highlight major thematic clusters that include automation of ES, biomedical AI infrastructure, HITL interaction and ergonomics, hybrid intelligence and ethics, algorithmic bias and fairness, natural language processing (NLP) and data sources for evidence, clinical decision-making workflows, and AI education and training.

The trend analysis focusing on the last four years highlighted emerging topics such as rapid expansion of LLMs and NLP across evidence workflows; transition from automation to hybrid human–AI collaboration; user interaction, trust, and ergonomics; education/capacity building on AI; and ethical, fairness, and governance considerations.

Conclusions

While AI-assisted platforms offer efficiency gains in ES, findings strengthen that their integration requires maintaining human oversight. Understanding of how IS' expertise can guide successful and responsible AI integration in ES is vital to ensure the process remains rigorous, ethical, and methodologically sound. IS advocacy and responsible definition and implementation of best practices are critical to safeguard the quality and integrity of ethically evidence-based decision-making.

Keywords: Human-in-the-loop, evidence synthesis, information specialist, human- AI partnership.

(SID 89) Anna Sikorska

Librarian–developer collaboration for better evidence synthesis: AI-assisted systematic search process

Abstract

Background / Objectives

Health sciences librarians are central to building transparent, reproducible search strategies for systematic reviews, applying expertise in concept identification, controlled vocabulary use, free-text word mapping, and Boolean logic. As AI tools rapidly enter library and research ecosystems, a key question emerges: how can these technologies be shaped to respect and augment professional practice? At the Information and Library Center of the Medical University of Lodz, we initiated a proof-of-concept project to explore this challenge through an AI-assisted tool. Our objectives were twofold: (1) to translate librarian methodological expertise into functional, technically feasible requirements supporting concept extraction and draft query construction; and (2) to examine the collaborative processes required for librarians and developers to jointly co-design meaningful AI solutions for evidence synthesis.

Methods / Approach

We established a structured, iterative collaboration model involving regular Microsoft Teams meetings, in-person co-creation workshops, prototype demonstrations, and systematic testing cycles. Librarians provided developers with targeted training on systematic review methodology, including controlled vocabulary structures, free-text term harvesting, database-specific syntax considerations, and deduplication. Developers contributed insight into model affordances, algorithmic constraints, interface logic, and data needs. Each development iteration included librarian-led usability assessments, problem-spotting, and recommendations, followed by technical refinement. The collaboration prioritised shared understanding, transparent decision-making, and continuous alignment of the tool with real-world librarian workflows.

Results / Findings

Librarian involvement significantly shaped the prototype's development trajectory. Early versions of the tool oversimplified aspects of search strategy formulation by treating synonyms uniformly, overlooking differences between controlled vocabulary and free-text keywords, or producing Boolean strings that did not meet accepted standards. Through sustained dialogue and iterative redesign, developers implemented improvements to concept extraction, synonym expansion, vocabulary differentiation, and workflow-oriented interface elements. The resulting prototype now supports early-stage term exploration and generates draft Boolean structures that librarians can refine. Beyond technical outputs, the collaboration identified key challenges—such as converting tacit professional reasoning into computable rules and maintaining clarity across disciplinary vocabularies—and highlighted enabling factors including trust, iterative feedback, and a mutual willingness to learn. These insights form a transferable model for AI development within health information environments.

Conclusions / Implications

This project demonstrates that AI integration in systematic review support is not merely a technical endeavour but an interdisciplinary one. Librarians' methodological guidance is essential in ensuring that the tool reflects accurate, rigorous search practices. Our experience suggests that librarian–developer collaboration is a prerequisite for responsible, high-quality AI innovation in evidence synthesis. For European health information professionals, such co-design processes can help guarantee that emerging technologies strengthen, rather than dilute, professional expertise. Further validation, broader user testing, and targeted investment will guide the next phase of development.

Keywords: Librarian–developer collaboration; AI-assisted searching; systematic reviews; evidence synthesis; search strategy development

(SID 72) Francesca Gualtieri, Scilla Pizzarelli, Valeria Scotti, Roberta Maoret, Alicia Fatima Gómez

Exploring AI Tool usage in European Medical Libraries: Insight from a recent survey

Abstract

The rapid advancement of artificial intelligence (AI) technologies has significantly impacted various sectors, including healthcare and information management. Medical libraries, serving as critical hubs for healthcare information retrieval and knowledge dissemination, are progressively integrating AI tools into their daily practices. Increasingly, libraries are being transformed into dynamic centres of innovation, building bridges for responsible AI integration whilst preserving their ethical foundations. This paper aims to provide a comprehensive analysis of how AI tools are being utilized within these libraries. Through a recent survey within medical libraries, we collected data on the frequency and context of AI tool usage, the confidence levels of medical librarians in employing AI technologies and plugins, and their overall information literacy related to AI applications. By examining these factors, this study sheds light on current trends, challenges, and opportunities in the adoption of AI in European medical libraries, ultimately yielding more enhanced information services in the healthcare domain.

Methods

This study aims to analyse the use of AI tools and plugins in the daily practice and information retrieval activities of European Medical Libraries. A questionnaire will be administered to a sample of librarians from European countries, specifically among EAHIL members, to gather data on their habits and confidence in utilizing AI tools in their routine work. A comprehensive privacy statement will be provided to all survey participants.

The survey will be designed and distributed via the REDCap platform (<https://project-redcap.org/>), a secure web application for creating and managing online surveys and databases, hosted at San Matteo Hospital (Italy). Anonymity will be rigorously preserved throughout the data collection process, and explicit consent regarding privacy will be obtained through the REDCap system.

The platform will automatically conduct both quantitative and qualitative statistical analyses. Collected data will be shared with participants and subsequently discussed to inform the development of guidelines and to prepare future training courses or webinars for medical librarians.

Results and Implications

As the survey is ongoing, results are not yet available; findings will be presented upon the completion of data collection. This study emphasizes the necessity of strategic training

initiatives to enable libraries to responsibly integrate AI into their workflows, thereby empowering librarians to lead the digital transformation of knowledge services.

Keywords: Artificial intelligence; European medical libraries; AI tool usage; information literacy; responsible AI integration

(SID 56) Scilla Pizzarelli, Roberta Maoret, Francesca Gualtieri
From PubMed to AI-powered tools: a critical evaluation of biomedical information retrieval

Abstract

Biomedical literature searches are fundamental for both research and clinical decision-making. Traditional databases like PubMed have been the cornerstone for years, but recent advances in artificial intelligence (AI) have introduced new tools promising enhanced retrieval performance and a more user-friendly experience. However, a systematic comparison of these AI-powered tools against established platforms remains limited.

This study aims to critically evaluate and compare the effectiveness, usability and comprehensiveness of traditional biomedical search platforms (e.g., PubMed) versus emerging AI-powered bibliographic search tools.

Methods

A comparative study was conducted involving a predefined biomedical search query such as “Effects of intermittent fasting on human metabolism”, representative of common clinical and research topics. Searches were performed across PubMed and selected AI-powered tools (Perplexity, Consensus, SciSpace, PubMed.ai, and ChatGPT).

Mixed evaluation metrics have been considered, included relevance and recall of retrieved literature, search speed, filters and refinement capabilities, and user interface intuitiveness.

The approach focused on comparing retrieval performance and user experience rather than the syntactic structure of individual queries, acknowledging differences in how traditional and AI-based tools interpret search inputs.

Results

AI-powered tools demonstrated improved semantic understanding, enabling retrieval of more contextually relevant literature and uncovering literature missed by keyword-dependent searches.

Some AI platforms offered faster query processing and innovative features, such as filtering or summarisation functions that enhanced overall usability. However, traditional databases like PubMed still provided broader and more reliable coverage, supported by curated medical subject headings that enable precise search structuring.

The authors also observed that, after an initial familiarization phase, AI tools have the potential to streamline the search process over time, allowing less effort-intensive retrieval compared to conventional bibliographic databases.

Conclusions

AI-powered biomedical search tools sit alongside traditional databases by offering improved semantic understanding and more intuitive user experiences.

While they show promise in uncovering relevant literature that keyword-based systems might miss, current AI tools do not yet match the extensive coverage, reliability, and precise indexing provided by established platforms like PubMed.

Thus, a combined approach that integrates AI capabilities within traditional search infrastructures may offer the most effective strategy for biomedical information retrieval.

Continued refinement of AI algorithms and rigorous evaluation of their practical impact remain essential to fully realize their potential in supporting research and clinical decision-making.

Keywords: Artificial intelligence; medical libraries; AI tool adoption; information literacy; responsible AI

(SID 57) Leila Nemati-Anaraki, Azadeh Heidari – Will be presented by Fatemeh Sheikhshoaei

Health Information Specialists and AI: Proposing a Healthcare Outcomes Improvement Model (HOIM)

Abstract

The rise of Artificial Intelligence (AI) is significantly redefining the role of the Health Information Specialists (HISs). Currently, HISs are experiencing a paradigm shift in their professional responsibilities, transforming their routine tasks to more strategic tasks that emphasize the integration of AI to optimize healthcare delivery. The incorporation of AI into healthcare systems has revolutionized the ways in which health information is collected, managed, and applied. Traditionally, HISs have focused on the organization and protection of medical records; however, they are now positioned at the crossroads of clinical data management and advanced technological innovation. This study explores the evolving responsibilities of HISs in the context of AI, and highlights the emerging skills required. The study outlines the primary tasks of HISs and their new responsibilities after the emergence of AI in healthcare. It also introduces an integrated model that merges HIS functions with AI capabilities to improve patient care. The model showcases how AI can support HISs in data interpretation, clinical decision-making, and efforts to improve healthcare quality.

Keywords: Health Information Specialist, Artificial Intelligence, Digital Health, Healthcare Outcomes Improvement Model (HOIM)

(SID 49) Nele. S. Pauwels, Muguet Koobasi, Ann De Meulemeester
Bridging knowledge and innovation: best practices of AI support across academic, clinical and community settings

Abstract

As artificial intelligence (AI) continues to transform the healthcare landscape, libraries, knowledge centres and information professionals play a key role in guiding various stakeholders through this evolving field. The Knowledge Centre for Health Ghent (KCGG) collaborates with partners across Ghent University, Ghent University Hospital and external organisations to address important challenges. These challenges include supporting users in exploring the growing range of available tools as well as ensuring users are aware of both the potential and limitations of these tools. .

The KCGG offers support across academic, clinical and community settings, tackling these key challenges in implementing AI. This includes tailored guidance on the effective use of AI tools for literature research, emerging AI technologies for clinicians and to enhance the public's general understanding of AI and its role in daily life.. By engaging students, researchers, healthcare providers, patient organisations and the wider community, KCGG promotes the responsible use and broader adoption of AI in healthcare and information practice..

This presentation will share best practices developed by KCGG information specialists in bridging the gap between AI technologies and information users. It will highlight successful collaborations across education, research, hospital and society to enhance knowledge-sharing and foster innovation in AI. Through examples of tailored workshops, interactive sessions and expert advice, we will illustrate how KCGG's work is strengthening AI literacy, supporting informed decision-making and ensuring access to reliable health information in a continuously changing digital world.

By emphasising collaboration and practical support in this rapidly adapting digital age, the presentation aligns with the conference theme of 'Bridges to New Horizons: Innovations in Health Information and Medical Libraries'. It demonstrates how libraries and information professionals play a central role in facilitating the transition to an AI-enhanced knowledge ecosystem, ensuring that users on all levels are equipped to navigate the complexities of the current information landscape.

Keywords: AI literacy; health information; information professionals; knowledge centres; responsible AI use

(SID 68) Rachel Whitney

Bridging the Gap: Exploring Foundational Skill Acquisition and Development in Academic and Health Science Librarians

Abstract

Background: This study aims to examine the divide between curriculum and practice in library and information science (LIS) master's programs by identifying how academic and health sciences librarians acquire the foundational skills necessary for success in the field.

Methods: An anonymous electronic survey was disseminated to academic and health sciences librarians through various professional listservs in November 2025. The survey was open to individuals who received a library and information science degree from an American Library Association (ALA) accredited program and currently work or have previously worked as an academic or health sciences librarian. The survey captured demographic information, whether foundational skills were taught in LIS programs, whether these skills were transferable to practice, and how they were further developed after graduation.

Results: The survey received 439 responses. Final results from this study are pending completion of data analysis. Primary outcomes of this study include how academic and health sciences librarians gain foundational skills, such as literature searching, efficient database navigation, effective research interview methodologies, and citation management practices. Secondary outcomes include a comparison of whether skills taught in LIS programs have changed over time and a review of current course descriptions in ALA-accredited programs.

Conclusions: Reference and User Services, along with Research and Evidence-Based Practice, are key ALA competencies for the success of academic and health sciences librarians. Findings may inform LIS educators on potential areas to enhance curriculums. Additionally, the results may inform professional development opportunities for early career librarians, better preparing students to meet the demands of the field and contribute meaningfully to the advancement of librarianship. Library leadership and administration may be interested in the potential impact of these findings on onboarding efficiency and efficacy for early career librarians. Future research may explore how these foundational skills are taught in LIS programs outside of the United States and Canada.

Keywords: Library and information science education; health sciences librarians; academic librarians; foundational skills; professional development

(SID 66) Rachel Whitney, Sally Smith, Maggie Albro, Emily Brennan, Cozette Comer

Evidence Synthesis (ES) Training Gaps: A survey of United States information professionals on how they acquire ES knowledge

Abstract

Background/Objectives: The inclusion of information professionals as members of evidence synthesis (ES) research teams has been shown to improve project quality; however, there is a lack of research documenting how these professionals develop ES expertise. The primary objective of this study is to understand how information professionals in the United States

acquire ES knowledge and skills. Secondary objectives include understanding (a) how professionals in the health sciences gain ES knowledge compared to those outside the health sciences and (b) whether U.S. library/information science graduate school curricula have evolved to include ES training. This paper will describe the methods and preliminary findings of how those surveyed develop ES competencies.

Methods/Approach: An anonymous survey was distributed across professional organization listservs in September 2025. Participants self-identified as individuals who have received ES training and are current or retired information professionals. Graduate students in relevant degree programs were also eligible. Participation was restricted to individuals living in the U.S. Participants answered questions about the types of ES training they have received, who provided the training, and which competencies were covered in the training. The survey also asked participants to indicate their involvement in ES activities, including which disciplines they serve. Quantitative and qualitative data were analyzed in consultation with a statistician.

Results/Findings: The survey received 250 complete responses. Regarding level of involvement, respondents indicated that they have been recognized as a co-author (71.6%), recognized in the project's acknowledgements (55.6%), or provided consultations or basic support (89.6%). Disciplines receiving ES support varied with Health Sciences/Medicine/Veterinary (81.2%), Psychology (26.8%), and Education (25.2%) representing the top three major disciplines supported. 38.4% indicated that they have provided support to disciplines or fields outside of their dedicated subject areas. When asked where they sought ES support, most indicated informal connections with colleagues or peers in their workplace (77.2%), utilizing MLA listservs or discussion boards (59.6%), or having a formal or informal mentor in their workplace (53.6%). The top competencies respondents indicated seeking additional training for were Searching (87.2%) and ES Fundamentals (86%).

Conclusions/Implications: Study findings illustrate that information professionals are continuing to participate in ES projects and are providing support to researchers in a variety of disciplines, including those outside of their dedicated subject areas. Future discipline-specific trainings may be developed to provide confidence when supporting a diverse group of researchers. Further research is needed to compare findings for informational professionals outside of the United States.

(SID 55) Fatih Günaydin, Kaan Çınar

Evaluation of Data Quality in Türkiye's National Health Infrastructure: A Socio-Technical Analysis and Improvement Strategies for e-Nabız, MHRS, and SağlıkNET

Abstract

The Republic of Türkiye's national digital health systems—e-Nabız (personal health record platform), MHRS (Central Physician Appointment System), and SağlıkNET (national health data exchange network)—are central to the country's ongoing digital transformation in healthcare. These platforms are designed to integrate patient data, support evidence-based policymaking, and improve service delivery efficiency. However, their effectiveness depends

critically on the quality of the data they collect, store, and exchange.

Despite the growing reliance on these systems, systematic evaluations of their data quality remain limited. Reports from the Ministry of Health and independent research have highlighted recurring issues with data completeness, consistency, and timeliness, as well as challenges related to interoperability and standardization. Understanding the scope and causes of these quality gaps is essential to strengthening the integrity of Türkiye's national health data infrastructure.

This study aims to evaluate and compare the data quality of e-Nabız, MHRS, and SağlıkNET using a quantitative and document-based approach. The analysis draws on Wang and Strong's (1996) data quality dimensions, the ISO/IEC 25012 Data Quality Model, the WHO Data Quality Review (DQR) Toolkit, and Stvilia et al.'s (2007) Information Quality Assessment Framework. Integrating Stvilia's socio-technical perspective allows the study to interpret quantitative results in relation to institutional norms, system architectures, and policy contexts that shape information quality in practice.

The research will employ a quantitative case study design based on secondary data and documentation analysis. Data sources include anonymized or aggregated datasets and metadata from e-Nabız, MHRS, and SağlıkNET (where accessible); technical documentation such as the Sağlık Kodlama Referans Sunucusu (SKRS) and data exchange schemas; and national strategy reports and WHO guidelines. Data quality dimensions to be assessed include completeness, consistency, timeliness, and validity. The analysis will use descriptive statistics and comparative evaluation across systems, supported by cross-referencing with technical and policy documents.

All quality indicators and measurement procedures will be defined a priori, using standardized metrics from ISO 25012 and WHO DQR to ensure methodological rigor. Data extraction and validation protocols will be documented for replication. Triangulation across multiple data sources—datasets, metadata, documentation, and national reports—will enhance the robustness and reliability of the findings.

The study will provide a comparative evaluation of data quality across Türkiye's primary digital health platforms, identify systemic challenges affecting reliability and interoperability, and propose actionable strategies for improving data governance and standardization. By combining international data quality standards with Stvilia's socio-technical framework, the research contributes to the global discourse on health information quality, digital governance, and evidence-based health policy.

Keywords: Health data quality, e-Nabız, MHRS, SağlıkNET, health data governance, information quality, ISO 25012, digital health infrastructure.

(SID 36) Annemarie van der Velden, Arjan Doolaar
Referring to Generative AI: filling a gap

Abstract

Subtitle: Guidelines from Dutch APA Working group in relation to APA citation style (7th edition) (May 2024 – September 2025)

Background/Objectives

Generative AI was introduced to the public in the fall 2022 by the launch of ChatGPT 3.5. In 2023 the APA-organization did publish concise instructions on how to refer to the use of Generative AI, but detailed instructions on the format of the citations were not available until September 9th, 2025.

Methods/Approach

To facilitate students and teachers the Dutch APA Working Group published guidelines in May 2024. These guidelines related to the existing APA Style as much as possible.

The guidelines were first published in a comprehensive seven-page document on the website APA guidelines (English version: <https://auteursrechten.nl/en/citing-sources/apa-guidelines/>; this website is compiled by team of representatives of copyright help desks from the Netherlands, from both universities and universities of applied sciences).

Later, summaries of the guidelines were incorporated in libguides of Dutch Universities of Applied Sciences.

An English translation of the seven-page document was also published in the fall of 2024 and presented to the APA Style experts. One of the experts responded positively.

The guidelines discuss referring to GenAI as a writing aid for texts and as a research tool.

Results/Findings

Our guidelines in Dutch have been online since May 2024 and the seven-page document was downloaded more than 4500 times until September 2025. This number does not reflect the total use of the guidelines, since the guidelines were

- a. incorporated in libguides,
- b. published under a CC-license as a PDF-document. It is known that the document was uploaded to learning management systems for students to consult

c. students who downloaded the document to their own devices might have consulted it multiple times.

Statistics on the use of the English version are also available.

Conclusions/Implications

The Dutch APA Working group was happy to be of assistance for many Dutch students and teachers from May 2024 – September 2025 by presenting a temporarily manual.

Keywords: Generative AI; APA citation style; academic referencing; citation guidelines; information literacy

(SID 42) Hossein Vash, Fatemeh Sheikhshoaei, Sepideh Fahimifar, Hojatollah Soleimani

The Status of E-Reading Applications in Iran from the Perspectives of Users, Publishers, and Designers with a Focus on the Medical Field

Abstract

In today's world, information and communication technology has significantly changed the way we study and access scientific resources. E-reading applications, as innovative tools, provide quick access to books and scholarly resources. However, in Iran, there are still challenges in the use and development of these applications, especially in the medical field. This study aims to diagnose the status of e-reading applications from the perspectives of users, publishers, and designers, identifying their strengths and weaknesses and proposing solutions for improving their quality and efficiency.

Methods: This research employs a mixed qualitative and quantitative approach, utilizing phenomenological methods and semi-structured interviews to gather information from designers and publishers, alongside questionnaires for users. Data were collected and analyzed over a six-month period. A total of 30 publishers, 15 designers of e-reading applications, and 400 users participated in this study. In-depth interviews with publishers and designers focused on technical, economic, legal, and cultural challenges.

Results: The findings indicate that designers and publishers face various challenges, including technical issues in preparing e-books, copyright-related problems, collaboration challenges between publishers and e-reading applications, and financial difficulties. Additionally, medical publishers encounter specific issues, such as preparing resources in original languages and the lack of a suitable market for specialized medical books in the digital space. From the users' perspective, the main challenges revolve around the convenience and accessibility of these applications.

Conclusion: The results of this research show that the primary challenges for users of e-readers are related to convenience and accessibility, while hardware and software issues pose the least challenge. From the publishers' viewpoint, technical challenges in preparing e-books, collaboration issues between publishers and authors, copyright concerns, and sales market problems—especially in medical publishing and original language books—are significant barriers. Furthermore, infrastructural and cultural issues also have a considerable impact on the performance of e-reading applications.

Keywords: e-reading applications, medical publishing, e-books, electronic publishing.

(SID 15) Rinus Verdonshot, Tinne Dilles, Caitriona Cahir, Marjan de Graef, Renata Vesela-Holis, Juliane Fryden, Petra Denig, Tamasine Grimes, Fatma Karapinar-Carkit, Marieke Schor – Will be presented by Remy van Alebeek

To Include or not to Include? A prescription from the pharmacy on how to use active learning assisted screening in systematic reviews

Abstract

Background: Systematic reviews are critical for evidence-based decision-making but require significant manual effort during the screening stage, which is labor-intensive and prone to error. Active learning (AL)-assisted screening tools have emerged to address these challenges. However, guidance for using AL-assisted screening in systematic reviews - especially those employing broad search strategies with heterogeneous results - is limited. This study (Verdonshot 2025) aims to assess the effectiveness and reliability of AL-assisted screening for large, heterogeneous datasets. Specifically, it evaluates the comprehensiveness and necessity of the recommended SAFE procedure (Boetje 2023), examines the influence of different labeling strategies, and investigates whether AL-assisted screening can aid in reducing manual screening errors.

Methods: Screening of four large, heterogeneous datasets from medication management systematic reviews was simulated using ASReview. The datasets ranged from 3475 to 16218 records. For these datasets 0.08 to 1% of records were included in the final systematic review. Our simulations systematically varied all parameters defined by the SAFE procedure. Recall versus sampling behavior was analyzed, with a focus on the impact of parameter choices on retrieving records selected for full text inclusion and on reducing the number of records to be screened.

Results: AL-assisted screening can effectively reduce the number of records to screen by almost 90% without increasing the risk of missing relevant records in comparison to manual screening. For three of our datasets, the best performance (100% recall of full text includes and 89-90% reduction in the number of records to screen) is achieved when using the SAFE procedure in combination with the elas-u4 and elas-h3 models and full text labeling. This choice of parameters results in only 87% recall of full text includes for the remaining dataset (16218 records, 0.6% title/abstract includes, 0.08% full text includes). For this dataset, the best performance (100% recall, 90% screening reduction) is achieved when using the SAFE procedure with the simpler Naive Bayes model and TF-IDF feature extractor and title/abstract labeling.

Conclusions: AL-assisted screening can safely and effectively reduce the workload needed to screen the large, heterogeneous datasets common in medication management systematic reviews. We recommend the modified SAFE procedure using full-text labels and the elasmodels. If the estimated ratio of full text includes is very low, it may be more appropriate to use the original SAFE procedure with title/abstract labeling.

Keywords: Active learning; systematic reviews; ASReview; screening workload reduction; medication management

(SID 18) Adela Jarolimkova

Using chatbots for health information seeking

Abstract

Using specialized medical chatbots for health information seeking is not a completely new topic. The papers by Beets et al. (2023) and Laymouna et al. (2024) review numerous studies on this issue conducted prior to the emergence of ChatGPT. However, the use of these specialized tools was not particularly widespread. Recent research indicates that with the advent of chatbots based on large language models, people are beginning to use them for health information seeking more extensively. Several large-scale quantitative studies have employed established models (e.g., Link & Beckmann, 2024; Liu et al., 2025; Reinhardt et al., 2025; Shi et al., 2025), alongside a few qualitative studies (e.g., Chen et al., 2025). Nevertheless, in-depth research into the incentives, motivations, and barriers to using chatbots for health information seeking is still in its early stages. The aim of this study is therefore to explore the intentions and actual use of chatbots for obtaining health information.

Methods

Data were collected through semi-structured interviews. Participants were asked about their typical ways of seeking health information, their experiences with artificial intelligence using chatbots for health information seeking. Thematic analysis was then carried out using an inductive approach, focusing on themes within the explicit rather than latent meaning of the data, and adopting an essentialist perspective (Braun & Clarke, 2006).

Results and discussion

In total, eleven interviews were conducted with participants of diverse backgrounds and varying levels of AI knowledge. None of them reported any serious health problems. Prior to the emergence of chatbots, all participants searched for health information via web search engines. Some participants now rely solely on chatbots, mainly ChatGPT, only two of them do not use chatbots for health information seeking. There was general agreement that it is nowadays almost impossible to avoid AI because of AI-generated overviews at the top of Google search result pages. When asked about criteria for evaluating information sources, participants were generally self-confident, but only a few criteria were mentioned explicitly. Those who use chatbots for health information seeking most appreciated their immediacy, accessibility, and the possibility of using natural language. They are usually wary of the results; some mentioned experiences with hallucinations in contexts unrelated to health but concerning topics they knew well. Nevertheless, they do not always request references or verify them,

relying instead on intuition when judging the chatbot’s answers. Chatbots assist participants in explaining medical language, in interpreting images, and in suggesting alternative treatments for minor health conditions. On the other hand, participants expressed concerns about using chatbots for such conversations, as there is a risk of neglecting a serious health problem or following potentially harmful advice. Compared to communicating with doctors, participants reported feeling more at ease when interacting with chatbots..

Conclusion

Using chatbots for health information seeking appears to be an important trend in consumer health information behaviour. This study shows that chatbots are perceived as a convenient and easy-to-use source; however, conversations with them on health-related topics are not entirely without risk—risks that participants only partly recognize.

Acknowledgement

This work was supported by the project “Human-centred AI for a Sustainable and Adaptive Society” (reg. no.: CZ.02.01.01/00/23_025/0008691), co-funded by the European Union.

Keywords: Health information seeking; medical chatbots; large language models; consumer health information; AI literacy

Session 8 – Moderator: Nevzat Özel

(SID 3) Sadaf Ullah

Mapping the Information Landscape of Clinical Nurse Educators: Insights from a Hospital Network Needs Assessment Survey

Background/Objectives

Clinical Nurse Educators (CNE) play a critical role in fostering clinical excellence, professional growth, and lifelong learning among nurses in hospital settings. CNEs are also uniquely positioned to educate/connect front-line nurses with resources rooted in evidence-based practice made available through the library, effectively closing the gap between the library and patient care. Yet, their information needs and use of library resources often remain underexplored. This project aimed to identify how CNEs seek, access, and apply evidence in their roles, and to uncover opportunities for libraries to better support their educational and clinical functions.

Methods/Approach

Our library conducted a mixed-method needs assessment survey in the summer of 2025. The study combined quantitative data from an online questionnaire with qualitative insights gathered through focus groups and job shadowing. Together, these methods provided a comprehensive view of CNEs’ information-seeking behaviours, perceived barriers, and preferred modes of library support.

Results/Findings

Preliminary results indicate limited awareness and use of existing library services among CNEs, alongside a strong interest in acquiring updated nursing resources and receiving tailored evidence support. The findings have already informed several initiatives, including targeted outreach, enhanced collection development, and plans for ongoing shadowing partnerships.

Conclusions/Implications

The early insights from this assessment highlight the need for proactive, embedded library support tailored to Clinical Nurse Educators' evolving roles. It also sheds a spotlight on how libraries can strengthen evidence-based nursing education and practice across hospital settings.

Keywords: Clinical nurse educators; evidence-based nursing; library support; information-seeking behaviour; needs assessment

(SID 28) Katri Larmo, Eemeli Anttila, Tuija Korhonen, Jussi Piipponen, Rosa Venäläinen

New Roles, New Views – Reorganization of Medical Campus Library Team

Background

The Helsinki University Library is organized in three main service areas:

- learning services to support students, staff and clinicians learning and teaching
- access services to manage collections and database production
- research services to support various stages of research process, including e.g. research data and information management, publishing and metrics services.

Every academic field has a named liaison librarian who serves as the named primary contact for that field's library services. Each of the four campus libraries has its own set of liaison librarians aligned with the faculties located there. All subject liaison librarians also collaborate across service areas.

Approach

In the field of medicine team-based collaboration across services has been everyday practice for years. The team has evolved organically, working in a rather fluid way, with liaison librarians (medicine; psychology and logopedics) bringing together relevant people from all service areas, whose responsibilities are somehow connected to the medical field. The team consists of five to seven members, depending on the situation, the time, and how you count. In overall, there are experts from the pedagogical team, acquisitions, data management, metadata, publications and research services in the team.

Over the past two years, the team has undergone significant changes. Two long-standing members retired, one of them the official subject liaison librarian for medicine, and new colleagues joined the team. Some of the new team members joined the library a few years ago, while others have worked at the library for a longer time. The change happened smoothly and was started so early that the retiring persons had a good change for mentoring. We found this transition to a positive experience for all parties.

Results

The new roles and new ways to work, while still retaining the learnings from the mentoring period, were identified and gradually shaped through everyday collaboration. The model has

been found suitable for the library as whole, and a new service model based on field-specific teams is currently being planned. The team work in the Medical campus is an important example and forerunner when the new model is built.

Conclusions

These transitions have reshaped the team, bringing in fresh perspectives while maintaining continuity through the expertise of long-term colleagues. In our presentation we will describe these processes in organizational, team and individual level, including tacit knowledge sharing and organically finding new ways to work.

Keywords: Medical campus libraries; liaison librarians; team reorganization; tacit knowledge sharing; library service models

(SID 75) Jaana Van Overwalle, Martijn Van Roie, Anouk D'Hont, Thomas Vandendriessche

On the usability of OpenAlex for Systematic Reviews

Background/Objectives

OpenAlex is an open-access bibliographic database developed by OurResearch, intended as an alternative to for-profit databases such as Web of Science (Clarivate) and Scopus (Elsevier). While a growing number of publications evaluate the usefulness and effectiveness of OpenAlex for bibliographic research, few have evaluated its applicability in the context of systematic reviews. We investigated the following criteria in OpenAlex: (1) coverage and diversity, (2) metadata quality, (3) applicability (syntax and citation search) and (4) searchability and translatability for systematic reviews. Here, we would like to share relevant literature and our own experiences with OpenAlex.

Methods/Approach

We searched for relevant literature using a simple search ("OpenAlex" OR "Open Alex") in the web-based user interface of Web of Science (Core Collection), Scopus, and OpenAlex. In the Web of Science (Core Collection), we searched in Topic (title, abstract, author keywords and keywords plus). In Scopus, we searched in title, abstract and author keywords. In OpenAlex, we searched in title and abstract because author keywords are not available. To investigate applicability, we additionally formulated a complex, systematic search using Boolean operators in the OpenAlex API query (based on guidelines from EPPI information specialists). This allowed us to further compare coverage, searchability and translatability between OpenAlex and conventional databases (PubMed, Embase, Web of Science Core Collection and Scopus) for systematic reviews.

Results/Findings

While the extensive coverage of OpenAlex - surpassing that of for-profit databases like Web of Science and Scopus - and its broad linguistic and geographic scope offer clear advantages for systematic reviews, several limitations remain. Due to the broad coverage, the indexation of different versions of works, and a peculiarly high number of questionable publications not indexed in other databases, authors of systematic reviews retrieve an overload of records. Therefore, screening all obtained OpenAlex records for a systematic review is currently very time consuming. Additionally, the absence of author keywords, potential inaccuracies in topic labeling and the possibility of incorrectly marking papers as retracted further highlight the

current shortcomings of OpenAlex. Using the API, it is now possible to use more complex searches in OpenAlex. However, the syntax for proximity, no stemming and special characters has not been well-defined. Moreover, the lack of support for truncation and wildcard searches presents a significant drawback for conducting systematic reviews effectively. As such, it appears that OpenAlex, at least for now, is not yet suitable for systematic review purposes. It might be useful, however, as a supplementary method for finding citations.

Conclusions/Implications

To conclude, at the moment OpenAlex can perhaps be used as a complementary database for systematic reviews, but not as an alternative to conventional databases such as Web of Science (Core Collection). However, OpenAlex is rapidly evolving, as well as the platform of Web of Science, which has introduced an additional collection "Research Commons", importing records from both OpenAlex and CrossRef. In the future, we will keep evaluating OpenAlex and the extent to which the coverage of OpenAlex can help retrieve additional records for a systematic review.

Keywords: OpenAlex; systematic reviews; bibliographic databases; searchability

(SID 48) Gemma Madigan Johnson, Judy Wright, Natalie King

What is most effective method to get Google search results into a RIS file format?

Background/Objectives

Web searches are used in evidence synthesis to retrieve relevant data unavailable via bibliographic databases e.g. news, research study websites. Unfortunately search engines, like Google, rarely facilitate exporting records in formats compatible with reference management software (e.g. RIS format).

When writing an evidence synthesis, studies identified by Google searches (either by browsing results 'on screen' or captured to screen in Word later) need incorporating into software. This can be done several ways. Creating a RIS record manually is labour-intensive and requires technical knowledge, whereas Gen AI offers the promise of quickly generating RIS records.

Our study identifies the times required to; set-up different tools, complete searches and generate RIS records. It explores the records' accuracy and completeness. The impact of staff expertise and experience is considered by involving several Information Specialists.

Methods/Approach

Two information specialists independently ran a standard Google search and generated a RIS file of the first 50 results using 5 approaches: (1) Manual population of RIS templates, (2) Mendeley web importer, (3) Word Macro to convert results into RIS format, (4) Data-miner web-scraper and (5) ChatGPT. Limited additional manual editing was allowed to attempt to capture key data accurately (title and URL), and useful data fields (e.g. abstracts). The Information Specialists agreed the key steps for each approach in advance, and reported all steps taken including set-up. We recorded time for each step including rectifying mistakes. We compared the accuracy and completeness of the records generated from each approach to a set of Gold Standard manually created records. Reflections on the technical expertise required and ease of use were noted.

Results/Findings

Manually creating a RIS file took an average of 1 hour 48 minutes, including 7 minutes to set-up a RIS template. Mendeley took 1 hour 21 minutes, including 5 minutes to set-up. The Word macro timings reflect two different approaches taken. One person took 4 hours 22 minutes to set-up and run the macro, with no further editing. The other person took 1 hour 30 minutes, including 46 minutes set-up, 1 min to run the macro, and 44 minutes of manual editing post-macro. The DataMiner web-scraper took on average 32.5 minutes, including 6.5 minutes to set up.

ChatGPT timings are reported separately due to different approaches taken. One person took 20 minutes, including 5 minutes to set up and write a prompt. The other person took 19 minutes including a 3 minute set up time, however this was on the 2nd attempt. The first was abandoned after waiting over 3.5 hours for a RIS file to be created.

Conclusions/Implications

Despite pre-search meetings to ensure consistency, there was variation in the Information Specialist's approaches. Different levels of familiarity and experience with tools inevitably led to differences in timings. Improved familiarity with tools will reduce set-up times. Web-scraping and GenAI appear to be the fastest approaches, but our planned analysis of accuracy and completeness of records will provide a fuller evaluation including timings for scale up to larger search results, and recommendations for most appropriate methods.

Keywords: Google search results; RIS file format; evidence synthesis; web scraping; generative AI

Session 9 – Moderator: Mala Mann

(SID 10) Floor Ruiter

Diamond Open Access OpenAlex database future potential as equitable database and current constraints: A case study comparing WoS and Scopus with OpenAlex

Background/Objectives:

Academic dissemination of scientific literature is increasingly moving toward Open Access. However, major Western-focussed indexing databases (such as Web of Science (WoS) or Scopus) are often still essential in order to comprehensively search within the literature. As such databases typically require expensive institutional licenses, this results in inequity between universities which have the financial means to obtain access and those which do not. As a diamond open access database OpenAlex (Priem et al., 2022) has the potential to be the substitute for commercial databases. Beside being openly accessible, OpenAlex has fewer constraints on language and indexing criteria, thus allowing for a more equitable indexing of scientific output (Céspedes et al., 2025). Additionally, OpenAlex has been observed to cover a higher percentage of diamond and gold open access (OA) journals compared to WoS and Scopus (Simard et al. 2025). In this case study, we evaluated the potential and current

limitations in indexing and search functionality of OpenAlex as an free alternative or substitute for WoS or Scopus.

Methods/Approach

To identify current constraints in indexing and search functions of OpenAlex in comparison to WoS and Scopus, a focussed search was conducted in all three databases. Results were analysed on unique articles found in OpenAlex, literature found in both WoS or Scopus vs. OpenAlex and why literature found by WoS or Scopus was not found in OpenAlex. This to identify current constraints in indexing and search functions of OpenAlex.

Results/Findings

Results showed significantly more unique articles were found in OpenAlex compared to WoS or Scopus. A significant amount of these unique articles were from non-western author affiliations. Surprisingly, a large part of the literature not found in OpenAlex vs. WoS or Scopus were observed to be indexed within OpenAlex itself. However, these were not found in the search itself. Main reasons why this literature was not found in the OpenAlex search where 1) no or incomplete abstract information, 2) lack of truncation functions and 3) no author keywords. A small portion of the literature was not found due no special characters in search terms.

Conclusions/Implications

We observed significantly more literature was found in OpenAlex, enforcing the finding of equitable representation of literature around the world (Céspedes et al., 2025; Maddi, 2024; Ruitter, 2025; Simard et al., 2025). Although OpenAlex has indexed most academic literature, due to current limitations in its search functionality and metadata quality not all literature available in OpenAlex will be retrieved. Therefore, for now OpenAlex is no substitute for WoS or Scopus. It is, however, a great addition when conduction comprehensive systematic literature reviews, especially when research is focused on non-western methods or topics. To conduct a comprehensive literature search in OpenAlex it is key to use the stemming function instead of conventional truncation syntax, explicitly include special characters where relevant, and use extensive synonyms of keywords.

Keywords: OpenAlex; diamond open access; bibliographic databases; equitable indexing; systematic literature reviews

(SID 43) Sophie Gallot, Myriam Benichou, Muriel Leclerc

From Mapping to Action: Enhancing Systematic Review Practices at the University of Geneva

Background:

In 2025, the Systematic Review Service at the University of Geneva Library conducted a study to map the practices of researchers affiliated with the University in publishing systematic and scoping reviews between 2021 and 2024. This investigation enabled the identification of researchers' strengths and weaknesses and assessed their adherence to established best-practice guidelines. Building on these findings, the present follow-up study seeks to transition from descriptive observation to targeted intervention.

Objectives:

This project aims to address the previously identified gaps and to promote adherence to best practices across the institution by: (1) enhancing engagement between researchers and the systematic review service, and (2) monitoring institutional publications to evaluate methodological quality and practices over time.

Methods:

To achieve these objectives, we will implement two complementary strategies. First, a user experience study of the systematic review service will be conducted to understand researchers' needs. Insights will be gathered through semi-structured interviews, questionnaires, and targeted interventions within medical departments. Second, a quality assessment dashboard will be developed to systematically track and evaluate institutional systematic reviews.

Expected Outcomes:

The user experience study is expected to inform service refinements, including improved communication, optimized methodological tools, and the potential development of tailored training sessions. The quality assessment dashboard will provide a longitudinal overview of institutional trends, enabling the identification of the most engaged disciplines and the evaluation of methodological rigor over time. Together, these outcomes will guide evidence-based interventions designed to improve the overall quality of systematic reviews across the institution.

Conclusion:

By combining targeted interventions with systematic reviews' tracking and evaluation, this project seeks to move beyond observation toward actionable improvements in the quality and rigor of institutional systematic reviews. Ultimately, these efforts aim to foster best practices, strengthen research capacity, and enhance the overall impact of the systematic review service at the University of Geneva Library.

Keywords: Systematic review service; methodological quality; user experience; quality assessment dashboard; research capacity building

(SID 12) Aleksandra Guziłek, Justyna Kopiec

AI. Tool or contributor?

Introduction:

The Artificial Intelligence (AI) tools have dynamically altered our assessment of creation in an ethical context. They gave us possibilities that can make our work much faster and easier, while at the same time failing to provide certainty not only about the acceptable level of trust in AI, but also about the acceptable degree of using its tools, so that the end result can still be considered our own work. This issue raises an area for numerous interpretations, explicitly showing that we, especially as a scientific community, need clearer recommendations and guidelines on how to use AI without crossing ethical boundaries.

Aim: Our presentation aims to explore the complexities of navigating the ethics of using AI technologies in the scientific world, focusing on the issue of copyright associated with using AI tools in academic writing.

Methods:

1. Selected literature on the subject review.
2. Analysis and comparison of current recommendations for AI tools usage implemented by Polish medical academic institutions.
3. Review of legal regulations and governmental recommendations associated with AI in the copyright context.

Results:

By reviewing selected literature on the subject and various legal and ethical regulations governing the use of AI tools, especially in academic writing, we plan to identify the commonly accepted approach to AI employment. Comparing the recommendations of Polish medical academic institutions will enable us to identify the copyright essentials in working with AI technologies.

Conclusion:

The dynamic development of AI technologies involves immediate adaptation. It is crucial to support interest in new possibilities by providing suitable regulations and recommendations that make scientists aware of the dangers and benefits of emerging technologies.

Keywords: Artificial intelligence ethics; academic writing; copyright; AI guidelines; scientific integrity

(SID 2) Banu Fulya Yıldırım, Oğuzhan Serin

Physicians' Ethical Concerns About Artificial Intelligence: A Qualitative Research Abstract

Objective: This study was conducted to determine physicians' views on ethical issues related to the use of artificial intelligence in clinical processes.

Method: Qualitative methods were used in the research, and focus group interviews were conducted with 10 physicians working in the Department of Child Health and Diseases at Ankara Education and Research Hospital. All interview recordings were transcribed, and the data obtained were analyzed using thematic analysis and content analysis methods with the MAXQDA Analysis Program.

Findings: According to the findings of the study, four themes and related sub-codes were identified: "Opinions on the challenges encountered in professional life," "opinions on artificial intelligence-based diagnostic support systems," "opinions on the use of artificial intelligence in healthcare," and "opinions on the role of artificial intelligence in pediatric care." Physicians believe that artificial intelligence can be useful in diagnosing diseases (especially rare diseases) and can be used to obtain diagnostic recommendations. However, ethical issues such as the unreliability of these systems, the lack of responsibility in decision-making, and the possibility of breaching patient privacy cause concern among physicians.

Conclusion: Physicians should control the decision-making processes of artificial intelligence systems, the accuracy of the recommendations made by these systems and their ethical appropriateness. It is only when physicians can understand and verify these recommendations that they will be able to maintain their responsibility for patient care and make more informed decisions.

Keywords: Artificial intelligence; ethics; physicians; trust; confidentiality

(SID 40) Sølvi Helene Biedilæ, Johanne Longva

Exploring Elicit and Scite.ai as tools for systematic reviews: The relevance and quality of the results from two AI-tools compared to a traditional systematic search

Background: Several AI tools market themselves as useful for researchers. In the context of systematic reviews, Elicit has been especially active in promoting its ability to perform such reviews. In emails, they claim: “Earlier this year, we introduced Elicit Systematic Review, a dedicated workflow that uses AI to save you up to 80% of the time it takes to do systematic reviews, without compromising on accuracy.” On their website, they state: “Systematic Literature Reviews: Use AI to synthesize more evidence faster,” and show an example where the tool both gathers and screens papers within minutes.

This makes us curious about Elicit. How does the tool actually work? To what extent does it follow established methods for systematic reviews? And, importantly, how do the results of its “literature gathering” compare with those from a traditional systematic literature search?

Since the University Library at the University of Oslo will have test access to scite.ai, we decided to include this tool in the project as well.

Methods: We have recruited two psychology researchers who will conduct a systematic review. One is an experienced researcher who has participated in several systematic reviews, the other is a new PhD-student.

We will perform a traditional systematic literature search in several databases using boolean operators and comprehensive search terms. We will also submit their research question in the AI-tools Elicit and Scite.ai, and compare the results with our systematic literature search. The questions we want to investigate include:

- Determine whether all studies identified through the traditional search are also retrieved by Elicit and Scite.ai.
- Identify any additional studies provided by Elicit and Scite.ai that are not captured in the traditional search.
- Assess how the researchers evaluate the relevance and quality of results from both methods.
- Explore the librarians’ perspectives on the completeness and reliability of the AI-assisted searches.

Results: The project started in November 2025, and results are expected by April 2026.

Keywords: Elicit; Scite.ai; AI-assisted searching; systematic reviews; traditional literature search

(SID 54) Neslihan AKA, Fuat Bozhan

The Impact of Medical and Health Sciences Library Resources on Research Performance: An Analysis of Research Universities in Türkiye

This study investigates the relationship between library services, subscriptions to medical and health sciences databases, and the academic performance of Turkish research universities that offer programs in these fields. Using Web of Science data, the analysis examines the extent to which medical and health sciences appear among each institution's top ten research areas between 2021 and 2025, and whether this aligns with the university libraries' database subscription profiles and specialist librarian capacity. Publication metrics (annual output, citations, h-index, FWCI) and subject-area distributions will be extracted from Web of Science. Library variables—including the number and types of subscribed medical/health databases and the availability of subject-specialist librarians—will be collected from institutional library websites. The study anticipates a positive association between a university's concentration in medical and health sciences research and the strength of its related library resources. Based on the findings, recommendations will focus on optimizing database portfolios, increasing the employment of subject-specialist librarians, enhancing research support and open-access services, and promoting inter-university collaboration.

Keywords: library services, database subscriptions, medical and health sciences, Web of Science, academic performance.

(SID 21) Karhapää Anne, Rahnasto-Rilla Minna, Taisa Sallinen, Satama Manna

An online course about research data management for undergraduate students

Subthemes: Emerging roles, Best practices

Background: Research data management (RDM) has already established a huge supportive role among academic librarians' job descriptions. Moreover, the educational role is rapidly emerging as academic librarians are asked to teach RDM, not only for researchers and PhD students but also for undergraduate students¹. Although educating undergraduate students is reasonable when considering RDM as generic skill that is needed in overall working life after graduation, it will be a huge effort for academic libraries to take over the educational role alone. One way to seize the role and save resources is to conduct an online course about RDM.

Methods: University of Eastern Finland (UEF) Library planned a new, voluntary, online RDM course, "Research data management for undergraduate students" that has started in Autumn 2025. The course includes assignments in eLearn-Moodle and it utilises openly available learning material².

Results: The presentation in EAHIL conference 2026 will embark on the evaluation of the implementation of the online course for undergraduate students. In November 2025, there were 129 students registered to the course so some feedback from students will also be presented in June 2026. The course is open for students through the whole academic year.

Conclusions

The presenter will discuss benefits and disadvantages of this particular online course. The presentation will give useful insights into conducting an online course, eg. what types of assignments about RDM are working or not working for students and how the open learning

material helped them in the learning process. Also, the presentation will critically discuss, if a separate and voluntary course is the most efficient way to educate RDM for undergraduate students.

Keywords: Research data management; undergraduate students; online learning; academic librarians; open learning materials

(SID 85) Fatemeh Sheikhshoei, Masoud Mohammadpour, Masoud Mohammadi, Mahboobeh Khabaz Mafinejad, Reza Shervin Badv
Developing Information Services in the Clinical Teams with Blended Learning for Medical Librarians

Due to the growth of information technology and the increasing advancement of medical information resources, the need for medical staff to search and retrieve reliable and up-to-date information on the one hand, and the time limits of physicians to access the desired resources, has led to the presence of clinical librarians in hospitals and the provision of information services to improve clinical decisions. A necessary condition for implementing information services in the clinical settings is to train medical librarians the necessary knowledge and skills from various dimensions. Therefore, the purpose of this study was to meet this need by developing, implementing, and evaluating a clinical librarian Blended Learning package.

This research was conducted in 3 stages. In the first step, based on the suggested courses for the Learning package, content production was carried out by calling and inviting interested and experienced professors. In the content production stage, 14 professors from 7 universities of medical sciences in Iran collaborated in producing 10 courses virtually. One course was also held in person.

After the pre-test, profiles were created for the teachers and participants in the LMS system. The contents were uploaded by the teachers to the LMS system and made visible to the participants. At the same time, an information channel was created for the participants on social networks. These contents were visible for three months until the post-test. Also, given the practical nature of this package, the teachers were asked to upload their assignments to the LMS system by specifying the deadline. For the in-person part of the course in the clinic, interviews were conducted with 34 participants who had obtained a passing score on the post-test and assignments. These individuals attended several sessions in the clinical settings and applied the skills acquired in the virtual part under the supervision of the clinical instructor. In the third step, the package evaluation was conducted based on the two primary levels of Kirkpatrick model, namely reaction and learning. A questionnaire was used for reaction and a pre-test and post-test were used for learning.

Based on the results of the study, it can be said that medical librarians in Iran are highly interested in learning the skills necessary to provide information services in the clinic, and providing such learning packages can lead to the expansion of these services in the clinic. On the other hand, clinical professors also welcome experienced individuals in this field.

Keywords: Clinical librarian, blended learning, information services, medical librarian

POSTER PRESENTATIONS

(SID 1) Mohamed Wa Baile

Making the Medical Library of the University of Bern a Caring and Safe Space

Background: Discrimination—the unequal, disadvantaging treatment of groups of people enforced by structural and institutional power—harms us all, regardless of our racial or ethnic background, cultural heritage, gender, sexual orientation, age, physical abilities, mental or physical health, or socioeconomic status. The University libraries are embedded within institutions of learning, where structural oppressions including racism, ethnocentrism, sexism, heterosexism, ageism, ableism, mental health, physical health, and classism, continue to exert force. In alignment with the University of Bern's broader efforts to combat discrimination and uphold inclusivity, The Medical Library (BibMED) at the University of Bern is engaging in initiatives, which include awareness campaigns in social media and on library walls, offering a quiet Self-Care Space in which people can rest and unwind, hosting readings on sexualized violence, featuring the work of artists on sexual consent, offering free tea throughout the winter and organizing visits by therapy dogs during exams to promote stress relief, as well as collaborating with medical student associations to host game evenings, music parties, and to combat sexism and sexual harassment in hospital and university settings. In 2025 the BibMED launched the Caring Library initiative to continue exemplifying a deep commitment to inclusivity, respect, and well-being within an academic space. This initiative actively seeks to minimize microaggressions—subtle, yet harmful and repetitive everyday discriminatory actions towards members of historically marginalized groups by promoting a safe, welcoming space through twenty guiding principles displayed prominently behind the information desk.

Methods: We arrived at twenty principles through our reading and our media viewing that characterize and promote a caring atmosphere. Some terms consistently appeared in these varied sources, including welcoming, peace, safe space, caring space, inclusion, understanding, awareness, connections, respect, solidarity, self-care, and community. Out of the consistent terms, we selected twenty to display. All twenty principles are prominently displayed behind the information desk, ensuring they are visible to everyone who uses the BibMED. On orientation days for prospective students, first-year medical students were introduced to the principles underlying our goal of establishing a Caring Library where no one is marginalized, and all individuals feel welcome and supported. They were encouraged to demonstrate moral courage by rejecting discriminatory behaviors and reporting any incidents of discrimination or harassment they observe.

Results and Conclusions: The twenty principles serve as a daily reminder to both staff and patrons of the values that sustain our library as a caring, discrimination-free community, where all backgrounds and identities are valued and respected.

(SID 19) Liz Dore

Charting Services for Evidence Synthesis: Insights from Librarian-Led Models.

Background: Evidence Synthesis are essential as they inform (healthcare) policies, decisions, interventions and public policies. The benefits of involving a librarian in the process are well documented. Libraries have seen increasing demand for support and there is a need to formalise support services. Understanding how the various libraries structure these support services is essential for developing an evidence-based model.

Aim: This study will focus on the step for searching systematically in the process of evidence synthesis. The aim is to compare and synthesise different librarian-led SR service models across

academic and health science institutions to identify best practices, challenges and design features that support high-quality scalable supports for building capacity in searching skills.

Methods: We conducted searches across five databases: Pubmed (National Library of Medicine) search strings were adapted for LISTA (Library Science and Information Technology Abstracts (EBSCO), Embase and Scopus (Elsevier) and Web of Science Core Collection (Clarivate). Identifying 9,381 records for screening with 92 to be screened for inclusion. A pilot data extraction table for 14 sample papers was developed to compare models across six categories including: methodology, systematic searching practices, service model, evidence synthesis process, and key outcomes. An evaluation of two AI tools: Elicit and Perplexity will be conducted to identify commonalities across sample papers to inform a best fit practice type model/framework or logic model to help to refine the volume of papers for data extraction.

Preliminary Findings (Review in Progress): We identified three dominant service models: (1) advisory (educational), (2) collaborative/embedded, and (3) fee-based core facilities. Key factors influencing service sustainability include the presence of formal intake processes, documented workflows, authorship policies, and librarian training. Institutions employing service design thinking, mentoring, or tiered support models reported improved researcher engagement and workload management. Variations exist in how librarian contributions are acknowledged, resourced and reported. The importance of structured policies, particularly for managing student-led or abandoned reviews, was a recurring theme.

Tentative Conclusions: Preliminary results suggest that user-centered, tiered service models with formal policies and documentation offer both scalability and quality assurance. Libraries that define service scope and invest in staff development can better meet researcher needs and sustain librarian engagement. Final comparative synthesis and recommendations will be available by the conference date and will inform libraries aiming to initiate or enhance supports for searching systematically across disciplines for evidence synthesis.

(SID 60) Rachel Whitney

Navigating to Precision: Validating a high-sensitivity pharmacy education hedge

Objectives: To develop, test, and validate a comprehensive search hedge for research regarding pharmacy education.

Methods: A title search for pharmacy education systematic reviews was undertaken to discover papers that should be captured by a sensitive search hedge. Review articles were screened in Covidence under dual review, with special attention given to the search strategies each review employed. Primary studies were extracted from high-quality reviews in order to build a corpus of 100 PMIDs, which were used to measure the relative recall of the search hedge. The hedge was originally taken from a LibGuide produced by [blinded] and modified by the research team for maximum sensitivity.

Results: 100% relative recall was achieved across PubMed/Medline, Ovid/Medline, EBSCO/Medline, and Elsevier/Embase.

Conclusion/Implications: Validated search hedges enhance evidence synthesis by improving the precision and efficiency of literature searches, and may be utilized as a tool to bypass much of the time it takes to construct a systematic search. However, it is important to note that a search hedge, while time-saving, is not a complete search process. The approach used to create this hedge can be adapted to other research domains and health science disciplines, improving evidence retrieval across various areas of research. This hedge, after undergoing the validation process, can be trusted to yield highly relevant results for researchers in the pharmacy education field.

(SID 22) Marisa Vignali

Unlock Knowledge Management in Chiesi Group: A Case Study

Global libraries are increasingly challenged by complex environments, where decentralized teams, and evolving user expectations, call for streamlined, scalable solutions. Within this demanding landscape, Chiesi - a research-driven biopharmaceutical company with a global footprint – faced a critical challenge simplifying processes to overcome a fragmented global infrastructure and ensure secure, efficient access to subscription-based digital resources across a geographically dispersed workforce.

To address this, the Chiesi Global Library launched a strategic initiative in early 2025, serving as the central hub for this project and grounding it in a collaborative, user-centered methodology. Operating in more than 31 countries and engaging over 7,500 employees worldwide, the initiative sets out to harmonize access to scientific knowledge and strengthen Chiesi's global information ecosystem. A structured roadmap began in February with detailed mapping of resources; e-journals, e-books, Pharmacopoeias, databases, organized by geographic relevance. Transparent coordination with the technical team ensured alignment with corporate security standards and internal IT policies. The goal was to remove access barriers and empower the global Chiesi community with reliable, secure entry to essential digital content.

Librarians led five focus groups across global geographies such as Europe, Americas and Far East, which provided critical user insights, helping refine the platform's configuration to meet different end-users' needs and habits. A key issue during implementation was managing fragmented licensing agreements, which varied significantly by region. This required the development of customized authentication mechanisms and tailored access pathways to ensure compliance and usability.

Training played a pivotal role in the rollout strategy, with carefully designed materials and a globally synchronized launch calendar shared in advance to ensure users were well-prepared and confident in navigating the new platform. Targeted communication campaigns drove strong early engagement, empowering users to seamlessly access digital resources and delivering an outstanding surge in platform adoption from day one. Post-launch analytics revealed a significant increase in digital resource usage, confirming the platform's success in enhancing accessibility and engagement. Continuous feedback enabled agile refinement, further optimizing the user experience.

The deployment of this new way of accessing contents represents a strategic milestone for Chiesi Global, underscoring the value of the library's expertise in coordinated planning, global stakeholder involvement, and precise execution. Beyond measurable gains in productivity and return on investment, the initiative delivers a tangible simplification of company processes by eliminating fragmented access points, harmonizing workflows, and enabling faster, more

consistent information retrieval across teams and geographies. This streamlined approach reduces operational friction, enhances compliance, and supports more agile decision-making. Looking ahead, future efforts will focus on continuously simplifying processes, expanding regional coverage and enriching local resource availability, ensuring that Chiesi's library services remain relevant, inclusive, and responsive to the evolving needs of its global community.

About Chiesi Group

Chiesi, certified B Corp since 2019, is a research-oriented international biopharmaceutical group that develops and markets innovative therapeutic solutions in respiratory health, rare diseases, and specialty care. Headquartered in Parma (Italy) Chiesi has 31 affiliates worldwide. www.chiesi.com

(SID 38) Una Ersdal, Magnus Solum

Developing an Open Literature Search Education Resource: A Step-by-Step Guide for Health Students Using AI in Systematic Literature Searching

Background: At the University Library of the Norwegian University of Science and Technology (NTNU), we identified a growing need for practical, online resources for systematic literature searching. Out of NTNU's 43,500 students, approximately 6,500 study in the medicine and health fields. These students increasingly seek guidance on integrating AI tools—not just theory, but concrete, actionable steps in advanced literature searching. To meet this need, we developed STEG, an interactive online resource. STEG covers the full search process—from defining a research question to documenting searches—and integrates practical AI guidance into each step. While tailored for health education programs, its approach is relevant for anyone conducting advanced literature searches.

Methods: We developed the resource using H5P, chosen for its flexibility, interactive design, and ease of sharing across courses. A clear and intuitive design was prioritized to make the steps easy to follow and the content accessible. The resource is presented in Norwegian, as most students in health programs are Norwegian speaking.

The structure follows our established steps of systematic searching, and AI guidance is integrated into each step. For example, students learn how to use Copilot, NTNU's recommended and secure AI tool, to brainstorm synonyms, translate search terms, and refine strategies. In addition, the resource introduces Scopus AI for advanced search refinement and relevance ranking. Students are shown how Scopus AI can assist in identifying related concepts and improving precision during database searching.

Development was collaborative: librarians and faculty ensured content accuracy and relevance, while student feedback helped refine clarity and usability. We moved from general AI guidelines to practical, exemplified tips embedded in the workflow students follow.

Results: Our development resulted in Norway's first open online resource that combines systematic literature searching with practical AI guidance. The resource breaks the search process into clear, manageable steps and shows where AI can assist—for example, generating synonyms or translating search terms. It includes examples and interactive exercises to make the workflow understandable. Early feedback from students and educators has been positive: STEG is being integrated into teaching and shared widely. Students can use it as a self-paced guide, which helps reduce the need for repeated basic instruction in library-led courses. The resource is openly available, making it easy to adapt to other programs and future development.

Conclusions:STEG demonstrates how libraries can support students by combining traditional search practices with emerging AI tools. STEG enables students to learn independently while reducing the need for repeated basic instruction in library-led courses. This dual role—supporting self-study and complementing teaching—creates a more efficient learning environment and ensures consistent guidance on systematic searching and AI use. The resource is openly available and designed for reuse, making it a foundation for future development and scaling to other disciplines. This project supports digital transformation in health education by strengthening AI-related information literacy and positioning libraries as key actors in integrating emerging technologies into learning.

(SID 65) Sofia Serra

Enhancing information literacy in Health Sciences with infographics: NOVA Medical School Library Tips

Summary:Infographics are used to address the evolving needs of students and researchers in complex information environments. This poster presents an infographic-based instructional intervention, the “Library Tips” initiative at NOVA Medical School Library, highlighting how these tools intend to foster information literacy, visual learning, and improve library engagement.

Background/Objectives:Infographics combine data visualisation, images, illustrations, and text to create a visual narrative. Although evidence is mixed regarding their impact on long-term knowledge retention compared with text, studies recognise their role in supporting information literacy by making complex information quickly accessible and engaging (Abbazio C Yang, 2022; Butdisuwan et al., 2024; Jaleniauskiene C Kasperuniene, 2023; Marcelle et al., 2024; McSween-Cadieux et al., 2025). Abbazio and Yang (2022) found that infographics help higher education students understand information faster and more enjoyably, particularly in time-limited environments.

Keywords:Information literacy; visual literacy; infographics; user support; library training; academic medical library

(SID 24) Tzu-heng Chiu

Implementing an Asynchronous AI Literacy Course at Taipei Medical University Libraries: Design and Outcomes

Background/Objectives: In early 2025 Taipei Medical University Libraries, under university guidance, converted a former computer classroom into an AI Literacy Lab to provide a campus venue for learning AI tools and AI literacy. In addition to on-site workshops and competitions, the author, a general education professor and the University Librarian, led a zero-credit, asynchronous digital course called “AI Tools Mastery” on the university’s digital learning platform in the Fall 2025 semester with four librarians as instructors. This report describes the course content and student learning outcomes to serve as a reference for other academic libraries promoting AI literacy.

Methods: Ten widely used AI tools were selected (Suno, Midjourney, NotebookLM, Research Rabbit, Scopus AI, Perplexity, Elicit, Gamma, Gemini, ChatGPT). Ten prerecorded video modules introducing and demonstrating each tool were uploaded to the learning platform. Each module included an assignment for students to practice and upload their work; instructors and

teaching assistants then provided feedback. Students were expected to complete the self-paced modules during the semester to become familiar with each tool's functions.

Results: After extensive promotion, 70 students from 20 departments enrolled in Fall 2025: 30.0% (21) are doctoral students, 17.1% (12) are master's students, and 52.9% (37) are undergraduates. Because course materials were presented bilingually (Chinese and English), 34.3% (24) of enrollees were international students. The course runs through the end of December 2025; students who complete assignments for eight or more tools will receive an "AI Tools Master" e-certificate from the library and a convenience-store voucher. Prior to course completion, students were asked to complete a survey about their reasons for enrolling, self-rated learning gains for each tool, and preferred learning formats.

Conclusions: As of mid-November 2025 (November 12, 2025), 20.0% (14) of students had finished the course and obtained certificates. Preliminary survey results show primary motivations were "interest in trying AI tools" and "wanting to improve AI tool proficiency." On a 5-point scale, 57.1% rated their learning gain as 4 and 35.7% as 5. Moreover, 85.7% indicated willingness to join future advanced courses. Regarding learning formats, 71.4% preferred this self-paced asynchronous online course and 64.3% also favored in-person workshops and hands-on classes. Final completion rates and full survey results will be presented after the course ends in late December 2025.

(SID 29) Shu-Yuan Siao

Satisfaction Survey and Future Development of a Hospital Library Consortium in Taiwan

Objective: The TMU DiLib Consortium has been established for twenty years since its inception in 2003. The consortium's target is regional and district hospitals with limited resources, aiming to alleviate resource constraints such as manpower, funding, and space of small to medium-sized hospitals in Taiwan. This study conducts a survey of service satisfaction among users and library staff of member hospitals, and gathers their suggestions for the consortium's future, serving as a reference for its transformation as it enters its third decade of service.

Method: This study conducted a survey targeting users from member hospitals who had utilized the project's services during 2024. A total of 385 users from 12 member hospitals who had requested document delivery services in 2024 were invited to participate. The online questionnaire was distributed from February 5 to February 28, 2025, with a response rate of 48%. The questionnaire was designed specifically for users and employed a five-point Likert scale to evaluate their perceptions. The survey covered several aspects, including the system platform, interlibrary document delivery service, mediated search service, book borrowing service, educational training, and overall satisfaction, as well as solicited suggestions for future service improvements.

Results: The survey results revealed an exceptionally high overall satisfaction rate, with 99% of respondents indicating that they were "very satisfied" or "satisfied." This strongly demonstrates that the services are indeed beneficial and effective for member hospitals, successfully helping them overcome limitations in manpower, funding, and space resources.

In terms of individual service items, respondents also expressed consistently high levels of satisfaction. For instance, over 96% were satisfied with the ease of operation and application on the digital platform; more than 80% were satisfied with the interlibrary document delivery service in aspects such as turnaround time, full-text fulfill rate, and document quality; satisfaction with the reference and consultation services reached 95.9%; satisfaction with the book borrowing service was around 90%; and the satisfaction rate for training courses reached 96.9%.

In addition, in 2024, the TMU DiLib Consortium introduced a new plagiarism detection service for the first time, designed for theses, reports, and IRB-related documents within the hospitals. Member hospitals that used this service “strongly agreed” that it met their institutional needs.

Conclusions: The feedback on service satisfaction, together with user suggestions collected through the survey—such as optimizing the system interface and improving the convenience of document delivery—will serve as an important foundation for the TMU DiLib Consortium’s service development and transformation in the coming decade.

(SID 30) Shu-Yuan Siao

Behaviors and attitudes of students and researchers toward AI in Taipei Medical University

Object: In response to the university’s initiative to promote AI literacy, Taipei Medical University Libraries have launched a series of activities to encourage the application of AI. This questionnaire survey is one of these initiatives. This study aims to investigate the behaviors, attitudes, and literacy awareness regarding AI among the faculty, staff, and students of Taipei Medical University and its affiliated hospitals. The findings will serve as a reference for the library in formulating future AI promotion strategies and in making decisions on the acquisition of AI-related database functions.

Method: This study conducted an online survey in December 2025, distributed via email to faculty members, students, physicians, and staff of Taipei Medical University and its three affiliated hospitals. The questionnaire consisted of several sections, including background information (affiliation, college and role), usage behavior (AI tool name, purpose, frequency, and influencing factors), attitudes, and AI literacy awareness. The purpose of the survey was to understand the behaviors and attitudes toward AI among members of the TMU community and to enhance their basic understanding of AI tools.

Results: This study is currently in progress and is expected to be completed by December 31.

Conclusions: This study is currently in progress and is expected to be completed by December 31.

(SID 41) Rebeca Isabel-Gómez, M Piedad Rosario-Lozano, Rocío Rodríguez-López

Evaluating Artificial Intelligence Tools for Bibliographic Searches in Health Technology Assessment: A Case Study on Intraoperative Radiotherapy

Background: Artificial intelligence (AI) is increasingly being explored to support literature searches in Health Technology Assessment (HTA). AI tools have the potential to accelerate the identification of relevant studies and to complement traditional bibliographic searches. Three information specialists (IS) from AETSA conducted a case study to evaluate the utility of three AI tools—Undermind Free, Undermind Pro, and Elicit Pro—compared to conventional search methods.

Methods: The case study focused on an HTA report evaluating the efficacy and safety of intraoperative radiotherapy (IORT) in patients with recurrent/advanced gastric cancer, abdominal tumours, or pelvic neoplasms, compared with external radiotherapy or surgery alone. The target documents included systematic reviews, meta-analyses, rapid reviews, and HTA reports published from 2015 onwards.

The traditional search strategy, developed by an experienced IS, involved multiple bibliographic databases (Medline, Embase, CINAHL, Cochrane Library, Web of Science), forward and backward citation tracking, and consultation of relevant websites.

Results: The traditional search retrieved 791 references (671 after duplicates) and identified 8 of 10 relevant studies, yielding a sensitivity of 80%, precision of 1.19%, and number needed to read (NNR) of 84.

Three AI-assisted searches were performed:

- **Undermind Free:** retrieved 157 references, with 6 included in the report (sensitivity 60%, precision 3.82%, NNR=26). The prompt was based directly on the research question defined in the project protocol.
- **Undermind Pro:** retrieved 161 references, with 6 included (sensitivity 60%, precision 3.73%, NNR=27). The search strategy combined selected keywords with Boolean operators to guide retrieval.
- **Elicit Pro:** retrieved 16 references, with 7 included (sensitivity 70%, precision 43.75%, NNR=2). The Elicit Pro prompt was developed using ChatGPT.

Using all three AI-based approaches, the same two unique references were retrieved that were **not identified through the traditional database searches**. These references were missed in the conventional search mainly because they did not include “recurrent” or “advanced” in the title or abstract—a requirement in the traditional search strategy. In contrast, the AI searches also failed to retrieve several relevant studies captured by traditional methods. Among the AI tools, Elicit Pro demonstrated the highest precision and lowest NNR, indicating greater efficiency in retrieving relevant studies with fewer irrelevant references.

Conclusions:

This case study suggests that AI tools can effectively complement traditional bibliographic searches in HTA, particularly for quickly identifying potentially relevant studies and refining search strategies in specific areas. Although AI-based searches retrieved unique references, they were insufficient to replace conventional methods, and their sensitivity was lower than that of traditional searches. Combining AI tools with classical search strategies appears to provide the most comprehensive approach to literature retrieval, enhancing efficiency and enabling the

discovery of studies that might otherwise be overlooked. Continuous updating by information professionals on AI tools and regular evaluation of their performance are essential to remain competent and take full advantage of technological advances

Keywords: Artificial Intelligence, Health Technology Assessment, Bibliographic Search, Literature Retrieval

(SID 50) Jakub Rusakow, Paulina Biczowska

More than file formats – achieving true repository interoperability

Background: Interoperability, known as “I” in the popular FAIR acronym, is one of those terms that are not easy to understand, function in various context, and therefore may be confusing. The basic definition says that interoperability is “the ability of data or tools from non-cooperating resources to integrate or work together with minimal effort”. But repository interoperability is not easy to achieve as it is embedded in several layers. The most common approach assumes that interoperability focuses on the right (open) file formats and rich metadata and that it enables seamless data exchange and leads to reusability, but that is only a part of the issue. To realise the whole context of interoperability it’s good to perform proper assessment using dedicated tools or protocols. The team from the Medical University of Gdansk (MUG) Main Library decided to check the interoperability of co-owned institutional and domain-specific repository of publication and data – Polish Platform of Medical Research (PPM).

Methods: The team from the MUG took part in the FAIR-Impact project: “Creating EOSC compliant interoperability policies based on EOSC Interoperability Framework (IF)”. Three virtual workshops with experts held from February till April 2025 followed by discussion and assessment of the interoperability of PPM on various levels proved that there was still a lot of work ahead us. Filling in the provided questionnaires based on EOSC IF and Compliance Assessment Tool (CAT) and comparison of the institutional policy with FAIR-Impact guidelines showed hidden interoperability layers that were earlier unconscious and should be improved.

Results: Assessment of the interoperability PPM revealed some insufficiencies not only in the technical interoperability of the repository, but also in aspects such as policies, regulations, governance, documentation, PID’s and semantic layer, which weren’t earlier recognised as leading to interoperability. The FAIR-Impact project helped the MUG team to understand that free, open and interoperable use of the data is not possible not only because the user cannot download the file, but also because he does not have the clear indication of how he can access and use this data. And that machine-readability should be applied not only to the metadata describing the research data itself, but also to the metadata describing features and capabilities of the repository. Although some components are working quite well at PPM, inaccessible policies tend to block the open use of data.

Conclusions: The MUG team decided to adopt given feedback and create step-by-step plan to increase the interoperability of PPM. Regulations and policies are now under assessment and about to be changed. Defining clear rules of data usage and access is necessary and is now ongoing. Different units at university will be included in the whole process which may result in establishing new institutional policy.

How much do AI-assisted search tools overlap with expert search strategies? A comparison in Web of Science and CINAHL

Background :Library database providers increasingly offer AI-assisted search tools that interpret a natural-language research question and translate it into a query behind the scenes, retrieving literature directly. These tools are promoted as an alternative or complement to the structured strategies that expert searchers build from controlled vocabulary and Boolean operators. Yet much of this added value rests on synonym expansion, and it remains unclear how far the resulting record sets agree with those of an expertly constructed search. This study examines how much the literature retrieved by AI-assisted search tools overlaps with and diverges from that retrieved by librarian-constructed strategies, by running the same research questions in Web of Science and CINAHL.

Methods :The research question was searched in two databases; Web of Science and CINAHL (EBSCOhost) using expert and AI-assisted approaches. In the *expert* arm, the librarian built a structured strategy: the question was decomposed into its core concepts, each concept was expanded with synonyms and (in CINAHL) controlled vocabulary headings, and the concept blocks were combined with Boolean operators. In the *AI-assisted* arm, the same question was entered as a natural language query into each database's AI search tool(s), which generated and ran their own queries. This produced three result sets in Web of Science (expert Boolean; Smart Search; Research Assistant) and two in CINAHL (expert search-term strategy; Natural Language Search). All sets were exported in RIS format, and set sizes were recorded both as reported by each interface and after export. Within each database, the sets were analysed to identify records retrieved by more than one approach versus those unique to each, with overlap determined by matching on accession number and DOI. Full search strategies and the AI-generated queries are available via the QR code.

Results :The two approaches produced result sets of markedly different sizes, with only modest overlap within each database.

Web of Science (three arms). The expert Boolean strategy retrieved 5,435 records, Smart Search 757, and the Research Assistant 32,073, representing roughly a six-fold expansion over the expert set. Overlap with the expert set varied considerably by tool. The Research Assistant shared 3,930 records with the Boolean set, capturing 72.3% of the expert records; these accounted for only 12.3% of its own output, leaving 28,143 records unique to the tool. Smart Search shared just 268 records with the expert set (4.9% of it). The two AI tools were closely nested, with 737 of Smart Search's 757 records also appearing in the Research Assistant set, and 262 records were common to all three arms.

CINAHL (two arms). The expert search-term strategy retrieved 1,845 records and Natural Language Search 3,797. The two shared 222 records, corresponding to 12% of the expert set and 5.8% of the AI set, so the majority of each set was unique to its approach.

Discussion / Conclusion:Across both databases, the expert and AI-assisted approaches retrieved largely different literature, with overlap never exceeding about 12% of the expert set. This is consistent with earlier work in which comparable AI and librarian searches shared only around 7%, and indicates that the tools retrieve a different body of literature whose added relevance is not demonstrated. The pattern was not uniform across tools. In Web of Science, Smart Search returned a narrow set (757 records), whereas the Research Assistant returned a very broad one (32,073). The Research Assistant recovered 72.3% of the expert records, but 88% of its own output was unique to the tool, a pattern consistent with aggressive synonym expansion that increases recall at the cost of precision. The query structures reflected this difference: in Web of Science the AI tools placed outcome synonyms outside the main concept group, retrieving broad topics only loosely connected to health literacy, whereas in CINAHL

the AI queries were more carefully structured and even incorporated CINAHL Headings, yet still diverged substantially from the expert set. For an expert searcher, this divergence translates into a larger screening burden rather than improved yield. It also carries a reproducibility cost: a documented Boolean strategy can be rerun exactly, while an AI tool may generate a different query on each run.

Keywords: AI-assisted searching, Academic databases, Librarians.

(SID 81) Paria Amiri

The Role of Artificial Intelligence Technology in Health Academic Research

Background :Artificial intelligence (AI) technology is rapidly evolving and plays an important role in health academic research, including data analysis, clinical prediction, and improving research processes and comparing scientific outputs for use in subsequent research. The role of this technology in improving researcher performance has also received increasing attention.

Objective: The aim of this study is to conduct a narrative review and examine the role and applications of artificial intelligence in health academic research, as well as identify the challenges that this technology may pose for research

Methods:This review was conducted using a PubMed search strategy. Keywords including“ artificial intelligence“ ”,machine learning“ ”,scientific research“ ”,academic research ”,and“ health ”were used to retrieve relevant studies .After searching, 779 articles published between 2020 and 2026 were reviewed. After extracting the initial results, the articles were screened based on title and abstract. Finally, 54 studies that addressed the use of artificial intelligence in academic health research were identified, selected, and subjected to content analysis .

Results:The review of articles showed that artificial intelligence is currently the most prominent technology used in key areas of health academic research, including big data analysis, clinical prediction and decision-making, and article drafting .Despite its benefits, the use of this technology has also raised challenges such as ethical issues, data quality and access, the need to train researchers in the use of AI tools, and the risk of algorithmic errors.

Conclusion:The results of this study show that identifying and employing reliable AI in research, especially in medical sciences, plays a fundamental role in ensuring the quality and accuracy of scientific data. It is essential that AI technologies use credible and up-to-datedatabases and provide accurate and reliable sources for all information and content provided .Adherence to these principles not only increases the trust of users and researchers in the output of this technology, but also helps to enhance information security, improve research processes, and increase the accuracy of scientific findings. As a result, the selection of research AIs based on validation criteria and data documentation is a fundamental step towards improving the quality of medical research and knowledge development

Keywords:Artificial Intelligence, Machine Learning, Scientific Research, Academic Research, Health,

(SID 25) Daiva Jurksaitiene

The Role of LSMU CRIS in Enhancing Research Data Management Efficiency, Accessibility, and Transparency

Background:Effective research data management is essential in academic institutions to maximize research impact and enhance institutional performance. The LSU Current Research Information System (CRIS) was developed to collect, preserve, and analyze the University's scientific output, ensuring openness, accessibility, and visibility. The system also facilitates collaboration across departments and institutions, supports institutional evaluation by identifying key research topics, and improves global recognition of research activities and outputs.

The strategic objectives of LSU CRIS include:

- **Enhancing Global Visibility:** Amplifying the reach and recognition of research outputs and researcher activities worldwide.
- **Ensuring Long-term Preservation:** Securing the accumulation and sustainable storage of research outputs and performance metrics.
- **Increasing Accessibility:** Broadening access to research outputs via open access platforms.
- **Optimizing Research Administration:** Streamlining the oversight and management of research workflows and activities.

Approach:LSU CRIS integrates multiple components: a full-text publication repository DSpace, comprehensive researcher profiles, reporting tools for stakeholders, and statistical data including altmetric indicators. Since its launch in 2021, the system has aggregated over 127,000 scientific works and nearly 14,000 researcher profiles. Publications are enriched with bibliometric data, including Web of Science Impact Factors and Scopus SNIP scores. Customized classifications, along with a robust reporting engine featuring advanced filtering and sorting, enable detailed analyses without specialized database knowledge.

Results:LSU CRIS (<https://lsmu.lt/cris/home>) was established to collect and preserve scientific output from the University community, providing open access to full-text documents not only to internal stakeholders but also to the wider public. This approach increases visibility, readership, and citation rates of the University's research, enhancing institutional evaluation metrics. The system offers user-friendly tools for research management, reporting, and administrative accounting. It has enhanced research management by improving visibility and accessibility of outputs, supporting transparent monitoring of productivity and impact, and facilitating networking through detailed researcher profiles. Additionally, the system simplifies report generation at multiple administrative levels, improving institutional evaluation processes. Accumulated data reveal trends in research topics and collaborations, aiding strategic planning. Currently, LSU CRIS holds 127,699 scientific works—including 115,110 publications, 13,362 theses and dissertations, and 14 research datasets—and 13,860 researcher profiles.

Conclusions:The LSU CRIS system has proven effective for enhancing management, accessibility, and transparency of research data within the University. It has significantly improved visibility of scientific outputs and streamlined administrative processes related to research evaluation and reporting. Future developments will focus on integrating researcher profiles with international identifiers such as ORCID for consistent author identification. The system's ability to upload publications metadata from diverse open-access sources and archives will be expanded to enrich its repository. Plans to incorporate AI-driven metadata enhancement aim to improve discoverability and data quality. These advancements will empower researchers and

administrators, maximizing impact and efficiency of research data management at the Lithuanian University of Health Sciences.

(SID 70) Valeria Scotti

From Open Access to Predatory Journals: How Many Have Fallen Into the Trap? A Survey to Find Out

Background: The scientific publishing landscape is becoming increasingly complex, marked by rising publication pressure, the expansion of Open Access models, and the growing presence of predatory journals. Understanding researchers' editorial practices and their exposure to unethical publishing behaviors is essential for designing effective institutional training. This study aimed to assess editorial involvement, peer-review activity, publication habits, use of repositories, and experiences with predatory journals through a structured questionnaire, developed to map current practices and vulnerabilities within an Italian research hospital. The survey will be developed and disseminated through the REDCap platform (<https://project-redcap.org/>), a secure web-based system for creating and managing online surveys and databases, hosted at San Matteo Hospital (Italy). Participant anonymity was ensured throughout data collection, and explicit privacy consent was obtained directly within the REDCap environment.

Methods: In January 2025, a survey was carried out among healthcare professionals and researchers at our institution. The questionnaire explored: membership in editorial boards; number of manuscripts handled as editors; peer-review activity (years of experience and number of reviews performed in 2024); scientific output, including Open Access publications; use of repositories (e.g., Zenodo) for preprints or open-access archiving; frequency of unsolicited emails from predatory journals; and past experiences with predatory publishing. Descriptive analyses were performed, and associations between demographic characteristics, editorial experience, publication patterns, and having published in predatory journals were evaluated.

Results: The survey was sent to 453 researchers at our institute who had at least 2 publications in 2024. A total of 137 researchers participated (60% women; mean age 49±11 years). Among respondents, 32% were members of an editorial board, 67% served as peer reviewers, and 42% had published more than five articles in 2024. Regarding research dissemination practices, 6 (4%) respondents reported using repositories for Open Access deposition, while 80 (60%) received 10 or more unsolicited emails per week from clearly predatory journals.

Overall, 16.8% (95% CI 10.9–24.1%) reported having written for a journal that later proved to be predatory. Importantly, no statistically significant association emerged between predatory publishing and age, profession, editorial board membership, or number of peer reviews performed. These findings suggest that predatory publishing affects researchers independently of their experience level, editorial involvement, or professional profile.

Conclusions: The survey provides an overview of local publishing practices and highlights a significant vulnerability to predatory publications. The percentage of researchers who unknowingly submitted their articles to predatory journals underscores the need for targeted training initiatives on scientific publishing ethics. Limitations of the study are the selection bias (only the more interested researchers participated; our results might therefore be an underestimation of the true proportion of researchers publishing in predatory journals) and the small sample size (and low power of the study to detect significant associations). The results of this study will contribute to the design of future training courses on the subject, helping to

address risks, reinforce responsible publishing practices, and promote awareness of how predatory journals threaten the integrity of research and the reputation of institutions.