EAHIL 2025
WORKSHOP

INTERACTIVE WORKSHOPS

eahil2025.umed.pl
eahil2025@umed.lodz.pl

MEDICAL UNIVERSITY OF LODZ
CiB INFORMATION AND LIBRARY CENTER MEDICAL UNIVERSITY OF LODZ
Fumed Foundation for the Medical University of Lodz

EAHIL 2025 WORKSHOP

WORKSHOP 1

Simplifying complex queries: A practical workshop on Medsyntax

Margot Gremmen-Verleg[1]*, Ted Gremmen-Verleg[2]

[1] **Martini Hospital Groningen,** Netherlands
[2] **DUO,** Netherlands

*m.verleg@mzh.nl

Keywords: **Inform,** Explore

This interactive workshop introduces participants to Medsyntax, a free, open-source tool designed to simplify and enhance literature search strategies in scientific databases. The session is ideal for everyone who wants to reduce errors, save time, and improve the accuracy of their search queries.

Medsyntax transforms search terms, boolean operators, and bracket groupings into HTML elements and visualizes the search strategy. The tool was developed in response to the challenges many face when searching for relevant literature.

Search strategies can be intricate, with syntax varying widely across different databases. The absence of feedback on errors often causes frustration, a challenge commonly experienced by researchers, students, healthcare staff, and information professionals. While mistakes can occur in semantics, they are frequently rooted in a lack of knowledge about syntax.

When people are translating search strategies for systematic reviews, the error rate can be even higher. Research shows that 92.7% of systematic reviews contain errors. These types of mistakes can influence the conclusions of systematic reviews. (Salvador-Oliván, Marco-Cuenca, & Arquero-Avilés, 2019).

Solution

By analysing search strategies in real time, the tool provides immediate feedback on potential errors. This is made possible by its built-in syntax for medical databases like PubMed, Embase, and Cochrane. Although originally designed for medical databases, the tool can be adapted to non-medical databases by modifying the regular expression (RegEx) to fit the syntax of other databases. Any database or search engine that supports boolean operators is compatible.

Introduction

Efficient and accurate literature research is a very important skill to have. Yet, constructing search strategies can be challenging due to complex syntax requirements and the lack of real-time feedback. Medsyntax, a free,

open-source tool, addresses these challenges by offering real-time error analysis and syntax visualization. This interactive workshop introduces participants to Medsyntax and provides hands-on experience in analysing and improving complex search queries.

Description

The workshop will begin with an overview of common errors encountered in literature research, including issues such as incorrect Boolean operators, misplaced or unbalanced brackets, and syntax inconsistencies. Participants will then be introduced to Medsyntax, gaining insights into how the tool was designed, its functionalities, and the practical benefits it offers.

Following this introduction, participants will be divided into teams for a hands-on activity. One team will use Medsyntax to analyze and improve a long and complex search query. The other team will tackle the same query using traditional methods. There is a competitive element to this workshop.

Assignment tasks:

1. Identifying the original question
   Teams will reverse-engineer the search query to determine the research question it was designed to address. Using structured frameworks that people can create in the Query Augmented Framework, they will deconstruct the query into its components.
2. Detecting Syntax Errors
   After that assignment, teams will research the query to identify and document syntax errors, such as incorrect Boolean operators, missing brackets, or misplaced terms.
3. Team Comparison and Discussion
   Upon completion of the assignment, teams will compare their results based on:
4. Error Detection: How accurately each team identified errors and the number of errors detected.
5. Efficiency: The time taken to complete the task.
6. Clarity: How effectively each team understood and reconstructed the query.
7. Discussion and Feedback
   The session will conclude with an open Q&A to address participant questions, discuss the tool's strengths and limitations, and gather suggestions for future enhancements.

Learning Outcomes

By the end of the workshop, participants will:

- Develop the ability to identify and correct common search query errors.
- Understand how Medsyntax's real-time feedback improves search strategy accuracy.
- Gain practical experience in using structured frameworks for query generation and analysis.
- Enhance their problem-solving skills and confidence in constructing complex search queries.

EAHIL 2025
WORKSHOP

WORKSHOP 1
Simplifying complex...

Activities
This highly interactive workshop includes:
- Team-based query analysis and error detection.
- Collaborative use of frameworks to reverse-engineer search queries.
- Comparative discussions on the effectiveness of Medsyntax versus traditional methods.

Duration: 150 min.

Level: Beginner

Maximum number of participants: 25

EAHIL 2025 WORKSHOP

WORKSHOP 2

Unlocking Accessibility: PDF Annotation with PDF/UA Standard and WCAG Guidelines

Jakub Koperwas[1]*, Łukasz Kobylinski[1], Antoni Marek[1], Agata Drozd[1]

[1] **Sages sp. z o.o.,** Poland

*j.koperwas@sages.com.pl

Keywords: **Inform,** Manage, AI

The workshop aims to enlighten participants on the significance of document accessibility, with a focus on PDFs. Participants will learn the intricacies of annotating PDFs according to the PDF/UA standard and Web Content Accessibility Guidelines (WCAG). The tutorial-style workshop will provide a hands-on experience, illustrating the challenges of PDF annotation and introducing tools that can streamline the process. An automated method (based on Artificial Intelligence) will also be used during the workshop.

Description:

1. **Introduction**
   - Welcome and overview of the importance of document accessibility.
   - Brief explanation of PDF/UA standard and WCAG guidelines.
2. **Understanding the Challenges**
   - Presentation on the difficulties faced by individuals with disabilities when accessing non-accessible PDF documents.
   - Demonstration of common issues in inaccessible PDFs.
   - Discussion on legal and ethical implications of inaccessible documents.
3. **PDF/UA Standard and WCAG Guidelines**
   - Detailed explanation of PDF/UA standard and WCAG guidelines relevant to PDFs.
   - Breakdown of key principles and checkpoints.
   - Practical examples and case studies illustrating accessible vs. non-accessible PDFs.
4. **Hands-On Tutorial: PDF Annotation**
   - Introduction to basic PDF annotation tools and techniques.
   - Step-by-step tutorial on annotating a PDF document according to PDF/UA and WCAG standards.
   - Participants will practice creating accessible content, including headings, alternative text, and proper document structure.
5. **Challenges in Manual Annotation**
   - Discussion on the time-consuming nature of manual annotation.
   - Exploration of common challenges faced during manual annotation.
   - Interactive session on participant experiences and insights.

6. **Automating Accessibility with Additional Tools**
   - Introduction to tools that automate PDF annotation processes, including the tool created by Sages during a research project (described during OR2022 poster session).
   - Demonstration of how these tools adhere to PDF/UA and WCAG guidelines.
   - Comparison of manual vs. automated annotation in terms of efficiency and accuracy.
7. **Q&A and Discussion**
   - Open floor for participants to ask questions and share their experiences.
   - Facilitated discussion on the benefits and challenges of PDF annotation for accessibility.

Learning outcomes

At the end of this workshop participants will:

- understand the importance of accessibility
- comprehend PDF/UA standard and WCAG guidelines
- annotate PDF documents according to standards
- identify challenges in manual annotation
- utilize tools for efficient PDF annotation
- apply knowledge in practical scenarios
- assess the impact on document accessibility
- stay informed about evolving standards
- enhance efficiency in document creation
- promote accessibility in professional practices

Activities

Presentation, discussion, hands-on workshop.

Target audience

Repository managers, data producers, librarians.

Duration: 150 min.

Level: Beginner

Maximum number of participants: 40

Information for participants

Participants could bring their laptops or devices with PDF annotation capabilities to follow the tutorial (Adobe Acrobat Pro is required in that case).
It is however not a strict requirement, as the tutorial is meant to show the general idea of PDF annotation and is not a comprehensive training in that matter. Other open source tools and access to the web annotation platform will be provided before the workshop. Workshop materials, including sample PDFs, annotation guides, and additional resources, will be provided.

EAHIL 2025 WORKSHOP

WORKSHOP 3

Evaluating the accuracy of a search strategy for optimal result retrieval

Mala Mann[1]*

[1] Cardiff University

*Mannmk@Cardiff.ac.uk

Keywords: **Inform,** Manage, Explore

Introduction

The search strategy is the foundation of a well-conducted systematic review and if not designed efficiently it can affect rest of the review process and overall quality of the review results. The search strategy needs to have a good balance between sensitivity search (how many potentially relevant articles you find) and specificity (how many exactly relevant articles you find), realizing that you will miss some.

Many studies published over the last 10 years have shown errors in search strategies even in Cochrane systematic reviews. As an expert searcher, an information specialist must be able to develop a comprehensive search strategy and ensure its rigour and relevance. Search errors in database search strategies can increase screening time, cause relevant studies to be missed or even produce flawed reviews. The common mistakes being spelling errors, errors relating to truncation, Boolean operator, use of wrong line numbers, missed and incorrect use of medical subject heading index terms (e.g. MeSH).

Aim

To develop an efficient search strategy to retrieve optimal results.

Outcome

- Identify key concepts in the research question and capture search terms
- Incorporate advanced search techniques such as Boolean operators, truncation, wildcards and search operators.
- Using the PRESS (Peer Review of Electronic Search Strategies) checklist to evaluate the search strategy

Description

This workshop agenda is as follows:

1. Introduction and course overview
2. Planning your search.
3. Presentation on what a good search strategy should look like.
4. Task: Participants are asked to assess a search strategy against the PRESS (Peer Review of Electronic Search Strategies) checklist
5. Presentation on how to verify the strategy performance
6. Discussion

EAHIL 2025
WORKSHOP

WORKSHOP 3
Evaluating the accuracy...

This workshop will focus on developing a search strategy and explores the process of structured search peer review and introduce participants to the Peer Review of Electronic Search Strategies (PRESS) assessment form in a practical session.

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

Learning outcomes
At the end of the course, participants will be able to:

- Learn how develop a search using advance search techniques in Ovid Medline
- Acquire hands-on experience of using the PRESS (Peer Review of Electronic Search Strategies) checklist to peer review search strategies to address errors.
- Participants will gain practical knowledge on balancing sensitivity and specificity to avoid missing key studies while maintaining manageable result sets

Activities
The workshop will consist of lectures, quizzes, activities and demonstrations. Hands-on practice in group work and individual work.

Target audience
Information specialists and librarians who design and conduct literature searches.

Duration: 75 min.

Level: Intermediate

Maximum number of participants: 30

Information for participants
Participants will need to bring their own computers or share with others.

EAHIL 2025 WORKSHOP

WORKSHOP 4

How Paper Mills and Highjacked Journals flood the Scientific Record and what Medical Research Libraries can do

Jasmin Schmitz[1]*

[1] **ZB MED, Information Centre for Life Sciences,** Germany

*schmitz@zbmed.de

Keywords: **Inform,** Explore

Paper mills offer research articles or author positions on already accepted articles for sale to those who feel the need to enhance their publication count. They therefore infiltrate legitimate scientific journals and manipulate peer review processes. Since their business model is based on mass production of research articles to maximise profit, the content is more or less poor, often created with the help of generative AI and contains plagiarism, forged data, re-used text snippets or manipulated images.

Highjacked journals are a special kind of predatory journals which try to "redirect" submissions from legitimate journals to a predatory counterpart in order to take article processing charges without providing a proper publication service and quality assurance such as peer review. The people behind highjacked journals often count on the risk of confusion and therefore either chose journal titles that are similar to those of well-known legitimate journals and/or create fraudulent websites which are also very similar to the ones of already existing journals. Some operators of highjacked journals also take over expired URLs or create webpages for print-only journals. In order to make these journals look more legitimate, an artificial publication history is created with the help of generative AI. In these journals, one can therefore find made-up articles or even fake results created by those who chose the journals deliberately in order to mislead the public along with sound scientific results by authors who mistook the journal for a legitimate one. Some of the highjacked journals also managed to get indexed in literature databases.

Both can be considered as publishing malpractices. Content from paper mills and highjacked journals flood the scientific record and pollute the state of the art. Proper quality assurance does not take place. Consequences are, for example, that it becomes more and more difficult to identify reliable results for systematic reviews, which can also pose a threat to the health of patients.

Research libraries are curators of scientific content and support researchers in developing a search strategy for literature reviews or in choosing an adequate publication venue. Furthermore, many libraries also offer publica-

tion infrastructure for open access journals. These journals can get infiltrated either by paper mills or highjackers, making it necessary to inform editors and peer reviewers.

Research libraries therefore need to familiarize themselves with these new developments. The aim of the workshops is to INFORM medical information specialist/ librarians but also to EXPLORE how research libraries can react to these malpractices.

WORKSHOP 4
How Paper Mills...

Description
After a 20-minutes introductory presentation followed by a Q&A section (10 minutes) in which participants learn more about the paper mills and highjacked journals an exchange of experience will help to complete the picture: Where have medical librarians/information specialists already encountered these malpractices? (10 minutes) Afterwards we will explore in a discussion how research libraries can address these practices and how they can inform their clients (25 minutes). We will also collect a list of tools that can be used in order to tackle various practices (10 minutes).

Learning outcomes
1. Learn about the malpractices "paper mills" and "journal highjacking".
2. Learn about how these malpractices affect the scientific record.
3. Learn how the malpractices can affect the work of libraries and how they can address them.

Activities
1. Introductory presentation with Q&A.
2. Exchange of experience among participants.
3. Discussion (either group discussions or plenary – depending on the number of participants).

Target audience
All conference attendees who are interested in the topic.

Duration: 75 min.

Level: Beginner

Maximum number of participants: **25**

EAHIL 2025 WORKSHOP

WORKSHOP 5

Navigating the Publishing Trap: Safeguarding Researchers from Predatory Practices

Anouk D'Hont[1]*, Kylie Cortebeeck[2], Nick Poels[2], Wouter Vandevelde[3], Thomas Vandendriessche[1]

[1] **KU Leuven Libraries, Learning Centre Désiré Collen,** Belgium
[2] **KU Leuven, Research Coordination Office, Data and Analysis,** Belgium
[3] **KU Leuven, Research Coordination Office, Research Integrity and Ethics,** Belgium

*anouk.dhont@kuleuven.be

Keywords: **Inform,** Network, Explore

In the academic world, publishers engaging in predatory behaviour take advantage of the pressure to publish quickly or comply to Open Access mandates by putting profit ahead of research quality and integrity. They often lure researchers with promises of rapid and/or open dissemination but sidestep essential academic practices, such as thorough peer review and adherence to scholarly standards. This focus on profit undermines the advancement of science and compromises the credibility of academic research.

Mindful of the risks, great caution is needed when researchers choose where to publish, as falling into the trap of predatory journals can damage not only their reputations but also the integrity of their field. Careful scrutiny of journals is essential to avoid these pitfalls and protect the progress of scholarly work.

Although the direct impact of predatory practices is concerning, the most significant damage comes from the loss of trust researchers have in scholarly publishing as a whole. As research support staff, we often receive inquiries about the credibility and reliability of journals. This scepticism can hinder small-scale, emerging, or lesser-known publishers, as researchers hesitate to submit to unfamiliar outlets for fear of being misled. In this way, many researchers continue to support the business models of 'big publishers', which impedes initiatives that prioritise fair and open research dissemination.

Given these challenges, this workshop will take an interactive approach, utilising real-life cases that KU Leuven research support staff have encountered while guiding researchers through the publication process. Participants will work in smaller groups to discuss and analyse various cases, before coming together to share insights and solutions.

In this collaborative setting, we aim to learn from each other's experiences, enhancing our ability to provide valuable advice to researchers navigating

the complex publishing landscape. By sharing different perspectives, we will develop strategies to mitigate the risks posed by publishers displaying predatory behaviour.

Navigating these challenges as research support staff is essential for fostering trust in scholarly communication and empowering researchers to make informed decisions about where to publish. Through this workshop, we hope to build a stronger support network among research staff.

Envisioning a future where researchers can confidently engage with publishers, we aim to equip ourselves with the tools and knowledge necessary to guide our peers towards ethical and credible publishing practices. Together, we can define better solutions for safeguarding the integrity of academic publishing.

Description

This interactive workshop will explore the issue of publishers displaying predatory behaviour and their impact on academic integrity. Participants will engage with real-world cases that research support staff encounter when guiding researchers through the publication process. Through group discussions and collaborative problem-solving, we will share insights, develop strategies to avoid predatory publishers, and learn how to better advise researchers in choosing credible, ethically responsible, high quality journals for their work.

Learning outcomes

By the end of the workshop, participants will be able to:

1. Identify key red flags associated with publishers displaying predatory behaviour.
2. Evaluate journal credibility using effective tools and criteria.
3. Advise researchers with greater confidence about avoiding predatory publishers.
4. Collaborate with peers to share strategies and solutions for supporting researchers.
5. Develop best practices for building trust in scholarly communication.

Types of activity

1. Tool Demonstrations: Short presentations on resources and tools available to help evaluate the credibility of journals.
2. Case Studies: Participants will work in small groups to analyse real-life scenarios of predatory publishing behaviour, discussing approaches and solutions.
3. Group Discussions: Interactive group discussions will allow participants to share experiences and strategies for avoiding predatory journals.
4. Solution Sharing: A collaborative session where groups present their findings and best practices to the larger group, encouraging collective learning.

EAHIL 2025
WORKSHOP

WORKSHOP 5
Navigating the Publishing Trap...

Target audience
Target audience: The workshop is designed specifically for biomedical librarians and research support staff. Through interactive case studies and group discussions, participants will gain valuable insights and practical tools to guide researchers in making informed, ethical publishing choices. This collaborative session aims to strengthen the support network among staff and equip them to navigate challenges in scholarly publishing with confidence.

Duration: 150 min.

Level: Intermediate

Maximum number of participants: 24

EAHIL 2025 WORKSHOP

WORKSHOP 6

Artificial Improv: Experimenting with AI for presentation generation

Pablo Iriarte[1]*, Floriane Muller[1], Gaétan Kerdelhué[2], Rebeca Isabel-Gómez[3], Mar Gozález-Cantalejo[4], Alicia Fátima Gómez-Sánchez[5]

[1] **Geneva University Library,** Switzerland
[2] **Rouen University Hospital,** France
[3] **AETSA, Evaluación de Tecnologías Sanitarias de Andalucia,** Spain
[4] **Hospital Universitario Miguel Servet,** Spain
[5] **IE University Library,** Spain

*pablo.iriarte@unige.ch

Keywords: **A.I.,** Inform, Explore

In an era where artificial intelligence (AI) is reshaping information research and creation, this workshop is designed to introduce health information specialists to AI-driven content creation, focusing on practical applications in presentations generation. Participants will delve into a variety of AI models and tools, from proprietary large language models (LLMs) like GPT-4, Gemini, Copilot to open-source alternatives such as LLaMa or BERT. Hands-on activities will guide attendees in generating, customizing, and presenting AI-created slides, encouraging creative experimentation with prompt engineering to maximize AI's potential for professional use.

This interactive session will guide attendees through the essentials of prompt crafting, covering strategies to effectively instruct AI systems to produce relevant, high-quality slides on specialized topics. Emphasis will be placed on refining prompt techniques that improve the coherence and accuracy of generated content, ensuring it aligns with library educational needs. Participants will also explore how different AI models interpret and respond to prompts, comparing proprietary models with open-source options, and identifying the strengths and weaknesses of each tool.

To promote a dynamic and collaborative learning environment, the workshop features a "PowerPoint Karaoke" activity, where participants present slides generated by other teams without prior review. This improvisational activity encourages spontaneity, adaptability, and quick-thinking – skills essential for delivering engaging, on-the-fly presentations that captivate audiences. This playful exercise demonstrates the potential and limitations of AI-driven content, helping participants gauge its applicability to live presentation settings, where flexibility and subject-matter expertise play crucial roles.

To wrap-up, librarians will discuss how to align AI use with institutional standards and ethical guidelines, particularly regarding data privacy, accuracy and ecological concerns. This exploration provides librarians with a balanced perspective on adopting AI tools.

Description

In this interactive workshop, participants will explore the creative and practical applications of AI to enhance content creation and presentation skills. Through hands-on activities with both proprietary and open-source AI tools, they will improve their skills in prompt engineering, compare model capabilities, and discuss AI-driven solutions for library services. The workshop also includes a fun "PowerPoint Karaoke" session, where attendees will present AI-generated slides without prior view, to build improvisation and presentation skills. Ethical and ecological considerations of AI, including data privacy and sustainability, will also be discussed, empowering librarians to make responsible and informed choices. By the end, participants will be equipped with practical AI skills and confidence to innovate in their libraries with a balanced, ethical approach.

Learning outcomes

By the end of this workshop, participants will be able to:

- Craft better prompts that clearly instruct AI models, resulting in more relevant and high-quality output such as PowerPoint presentations.
- Work with different AI models, including the free version of proprietary large language models, like ChatGPT, Gemini and Copilot, and open-source options like LLaMa and BERT.
- Gain confidence in their presentation and improvisation skills, experiencing a PowerPoint Karaoke activity, presenting AI-generated slides they have not seen beforehand.
- Understand the strengths and limitations of AI models, discerning when to select one model over another based on specific criteria such as affordability, accuracy, customization, algorithmic bias, transparency and ethical or ecological considerations.

Activities

1. **Using AI tools and practising prompt engineering.**
   Participants will form small groups and be given specific scenarios relevant to library services (e.g., creating a guide for new research tools or teaching about a library service). Each group will experiment with crafting prompts for an AI tool, aiming to generate relevant and accurate responses. They discuss how slight prompt adjustments impact the quality of AI-generated content. This activity will introduce the nuances of prompt engineering and encourage critical thinking on phrasing and clarity.
2. **Comparing AI tools: Proprietary vs. Open-Source.**
   Participants will use both proprietary models (GPT-4, Gemini and Copilot) and open-source models (LLaMa and BERT) to complete the same

task—such as summarizing a research article or creating a user guide in the form of a short slide deck. In groups, they will compare the results, discussing which model performed best based on criteria like accuracy, coherence, and user-friendliness. The exercise will highlight each model's strengths and limitations, allowing attendees to see firsthand how different models align with their specific needs.

3. **Developing Presentation and Improvisation Skills through "PowerPoint Karaoke".**
   Participants will create short presentations using AI-generated slides, then swap their slide decks with another group. Without previewing the slides, each group will take turns presenting their borrowed deck. This activity challenges participants to think on their feet, interpret unfamiliar content, and engage the audience through humor and improvisation.
4. **Wrap-up and conclusion.**
   Afterward, the group will reflect on the experience, discussing which skills (e.g., prompt engineering, presentation improvisation, oratory skills, audience engagement, etc.) were essential to create and deliver an effective presentation. Ethical and ecological aspects related to AI usage, such as data privacy risks, algorithmic bias, or the environmental impact of high-compute AI models will also be discussed and different tools compared regarding those aspects.

Target audience
This workshop is designed for medical library professionals and information specialists who are interested in exploring the applications of artificial intelligence (AI) in presentation generation. It is especially suited for those involved in teaching activities, reference services and support. Participants with varying levels of familiarity with AI are welcome, from beginners curious about integrating new technologies to advanced users looking to deepen their skills in prompt engineering and experiment with open-source AI models.

This workshop will be particularly valuable for library professionals who prioritize innovation and creativity, enjoy interactive and hands-on learning experiences, are interested in the ethical and practical implications of AI adoption, and open to exploring the humorous and the dark side of AI.

Duration: 150 min.

Level: Beginner

Maximum number of participants: 30

EAHIL 2025 WORKSHOP

WORKSHOP 7

Boole vs. GenAI: Will GenAI Transform Our Information Retrieval Paradigms?

Charlotte Wien[1]*, Paula Milewska[1]

[1] Elsevier

*charlotte.wien@elsevier.com

Keywords: **AI,** Inform, Integrate

This interactive workshop dives into the future of information retrieval (IR) in the age of Generative AI (GenAI), focusing on new tools for IR. Participants will explore and compare the traditional IR methods alongside GenAI-powered tools within Scopus and other platforms, examining how these advances might shift our approach to information retrieval.

By comparing traditional Boolean-based search paradigms with GenAI-based methods, participants will gain insights into how emerging technologies might address long-standing challenges in IR—namely, the balance between precision and recall.

Historically, Boolean logic has been central to IR, enabling targeted search results through operators like AND, OR, and NOT. While this approach allows for high recall, it often sacrifices precision, requiring users to sift through irrelevant results – a process that can be especially time-consuming in fields where thoroughness is critical, such as healthcare and systematic reviews.

GenAI, however, promises a shift in this paradigm by allowing researchers to frame their search directly through natural language queries, potentially simplifying the search process and enhancing precision. Tools like Scopus AI and Clinical Key AI leverage advanced language models to return relevant results with minimal manual query adjustments. This shift could reduce the need for intricate Boolean searches, streamline results, and help researchers quickly gain insights into new topics or interdisciplinary fields.

Despite these advantages, GenAI is not without limitations, particularly in complex review tasks like systematic or scoping reviews, where exhaustive coverage remains essential. In this workshop, we will critically examine these tools, conducting comparative evaluations on relevancy, speed, and user experience. Participants will assess firsthand the strengths and weaknesses of Boolean and GenAI-powered search approaches and consider the practical applications of each in their own work.

EAHIL 2025
WORKSHOP

WORKSHOP 7
Boole vs. GenAI...

Description
- Introduction
- Overview: Traditional IR vs. GenAI-based IR
- Case Study and Demo: GenAI in Action with Scopus AI and Clinical Key AI
- Hands-On Exercise: Comparing GenAI and Boolean Searching
- Discussion: Strengths and Weaknesses of Boolean vs. GenAI Approaches
- Group Reflection and Q&A

Learning outcomes
- Recognize how GenAI is reshaping IR paradigms
- Understand the comparative strengths and limitations of Boolean and GenAI approaches
- Identify essential skills for leveraging GenAI in professional IR tasks

Activities
Participants will use both traditional Boolean and GenAI interfaces, engaging in hands-on activities to compare search outcomes. Small-group discussions and reflection activities will allow participants to collaborate, share insights, and explore diverse perspectives. The session will close with a group reflection, fostering collective insight into future possibilities and practical applications.

Target audience
Health librarians, information professionals, educators, and researchers performing advanced IR.

Duration: 75 min.

Level: Intermediate

Maximum number of participants: 25

Information for participants
Participants should bring a laptop or similar device.

EAHIL 2025 WORKSHOP

WORKSHOP 8

Search sources for climate-health evidence syntheses: overview and interactive evaluation

Maria-Inti Metzendorf[1]*, Heidrun Janka[1]

[1] **Cochrane Evidence Synthesis Unit Germany,** Germany

*maria-inti.metzendorf@med.uni-duesseldorf.de

Keyword: **Inform,** Integrate, Explore

Climate change is the great public health challenge facing humanity in the 21st century. High-quality evidence syntheses are vital for policy making and rely on robust search methods. This workshop will present relevant search sources for climate-health-related evidence syntheses. A particular focus will be placed on the Climate Change and Human Health Literature Portal of the U.S. National Institute of Environmental Health Sciences, which harvests, indexes and classifies scientific literature on climate-health topics from PubMed, Web of Science and grey literature. It can be searched according to several criteria such as climate exposure factors (e.g., air pollution from burning fossil fuels, water pollution, soil drought, crop failures), types of health effects, or geographical locations.

Description

This hands-on 75 minutes workshop provides:

1. an overview of important literature databases and search filters for climate change-related health topics
2. basic guidance on how to search the sources effectively for evidence synthesis production
3. an interactive evaluation of the "Climate Change and Human Health Literature Portal".

Learning outcomes

- Gain an overview of relevant search sources for climate-health topics.
- Gain an understanding of which sources are suitable for systematic vs. exploratory searching.
- Gain awareness about the interdisciplinarity of climate-health topics.

Activities

After providing an introduction to the main sources for searching for climate-health topics, we encourage participants to evaluate the "Climate Change and Human Health Literature Portal" as a potential source. We will explore the search strategies used to identify relevant literature, the portal´s indexing policy, the potential necessity for conducting top-up searches, the comprehensiveness of the exposure pathways mapped to the literature, as well as the overall usability of the portal as a search source for evidence syntheses on climate-health topics. Participants can base their exploration

of the portal on suggested or own climate-health topics. the comprehensiveness of the exposure pathways mapped to the literature, as well as the overall usability of the portal as a search source for evidence syntheses on climate-health topics. Participants can base their exploration of the portal on suggested or own climate-health topics.

Target audience
Information specialists and librarians with an interest in conducting searches for climate-health topics.

Duration: 75 min.

Level: Intermediate

Maximum number of participants: 24

Information for participants
Own notebook/laptop for conducting literature searches skills in searching the medical literature, ideally bringing your own research questions related to climate-health topics.

EAHIL 2025 WORKSHOP

WORKSHOP 9

Slogans for libraries: what, why, where, and how?

Tuulevi Ovaska[1]*

[1] **University of Eastern Finland,** Finland

*tuulevi.ovaska@uef.fi

Keywords: **Inform,** Manage, Explore

What:
In the digital age, marketing strategies must evolve. For academic libraries, this involves branding digital resources, integrating marketing into training, creating memorable slogans to enhance the recognition and appeal of library services, and managing the library's brand. Key organizational messages are typically derived from formal documents such as strategies, vision and mission statements, and action plans. These messages can be distilled into slogans—short, striking, and memorable phrases used in advertising and marketing.

Why:
Slogans in libraries serve to inform users about services and market collections. At their best, they can narrate a story.

Where:
Slogans can be utilized online (e.g., websites and social media), in print materials (e.g., leaflets, bookmarks, and roll-ups), on merchandise (e.g., tote bags, mugs, or beanies), and within library spaces (e.g., signposts). Library staff can also wear slogans on scarves or t-shirts, particularly during orientation weeks and various events. While we cannot control our brand entirely, we can shape, manage, adjust, and influence it. Slogans are a means to express and illustrate our brand.

How:
Slogans can range from serious questions like "Why search anywhere else?" (to promote library databases) to humorous ones like "The best view on campus" (to market quiet study spaces). They can be somewhat provocative, such as "Open science for open minds," or borrow famous lines like "May the library be with you." They can address your user groups, for example "Empowering healthcare professionals" or "The pulse of medical learning." Participants are invited to explore the power of slogans.

Description
Do your library users know enough about the services and collections available to them? Do you market your services and collections effectively? Do you possess the marketing skills essential for today's library professionals? Does your library have a main message or key message based on your

organization's strategy, mission, and vision? How about a slogan or two? Perhaps you need more or would like to create new ones to get more attention. Choose this workshop if you are interested in creating slogans to promote and market your library or information service, diverse collections, book-a-librarian service, information skills courses, or research data management workshops or something else. Welcome to explore the engaging world of slogans!

Learning outcomes
By the end of the workshop, attendees will have crafted their own unique slogans and provided feedback on each other's slogans.

Activities
- Brainstorming
- Pair/group discussions
- Feedback exercises

Target audience
Information specialists and librarians with an interest in conducting searches for climate-health topics.

Duration: 75 min.

Level: Introductory

Maximum number of participants: 16

EAHIL 2025 WORKSHOP

WORKSHOP 10

Informing the systematic search process: How to improve communication between information specialists/librarians and researchers

Irma Klerings[1]*, Mala Mann[2], Maria-Inti Metzendorf[3]

[1] **Department for Evidence-based Medicine and Evaluation, University for Continuing Education Krems,** Austria
[2] **Specialist Unit for Review Evidence (SURE), Cardiff University,** United Kingdom
[3] **Institute of General Practice, Heinrich-Heine-Universität Düsseldorf,** Germany

*irma.klerings@donau-uni.ac.at

Keywords: **Inform,** Manage, Integrate

Introduction

Most guidance on conducting systematic reviews and related types of evidence synthesis (rapid reviews, scoping reviews, etc.) recommends involving an information specialist/librarian as part of the review team. The reasoning is that while content experts and systematic reviewers may be familiar with the topic-relevant literature, librarians are experts in translating research questions into systematic searches. Yet, there are challenges to this collaboration. Both evidence synthesis authors and librarians name time and communication factors as barriers. Librarians specifically struggle with ill-prepared review teams, and their own lack of time and training.
This workshop is based on an inter-disciplinary workshop held at the 2024 Global Evidence Summit that aimed to identify communication barriers on "both sides" of the information specialist-researcher collaboration. Many problems stem from unclear communication, expectations, and workflows between librarians and other members of the evidence synthesis team. At EAHIL 2025, we will focus specifically on the information specialist/librarian perspective: How can we efficiently establish feasible expectations and receive relevant information from evidence synthesis teams?

Aims

This workshop aims to highlight how information specialists/librarians can improve communication with researchers by using predefined workflows and identifying possible gaps in the information provided by evidence synthesis teams.

Methods

The workshop centers on a practical exercise in small groups based on a prepared review scenario. This is framed by a presentation of considerations and approaches that are useful to improve communication with researchers, and a discussion.

Outcomes:
Participants will reflect the role of the information specialist/librarian in the review team, and which predefined workflows and specific questions can aid clear communication with researchers.

Description
This workshop explores the information needs associated with preparing and conducting a systematic search for an evidence synthesis. Such projects are most successful when topic experts, review methodologists, and librarians/information specialists contribute their expertise as part of one team. To ensure successful collaboration, the requirements, expectations, and workflows have to be clear to all relevant team members.

The workshop focusses on the role of the librarian in this context. The goals are to examine:
- Efficient ways to get the information needed to perform systematic searches,
- How to spot indicators of misconceptions or misunderstandings of researchers surrounding the systematic search and evidence synthesis process,
- What areas of knowledge about the evidence synthesis process are useful for librarians/information specialists to "ask the right questions".

Workshop agenda
- Interactive poll: Barriers and facilitators of a successful librarian-researcher collaboration,
- Short presentations of our experiences and workflows for preparing the systematic search for evidence syntheses: We will focus on expectations of researchers, the process of research question clarification, and the use of search request forms and search narratives.
- Group exercise: Based on a prepared review scenario and supported by a facilitator, each group will consider communication needs and workflows and navigate common issues,
- Final discussion: lessons learned, considerations for optimal workflows.

Learning outcomes
In this workshop the participants will gain a greater understanding of:
- The role of the librarian/information specialist as active evidence synthesis team member,
- The advantages of predefined workflows and templates for the preparation of a systematic search process,
- How to identify indicators for gaps in the information provided by ES teams.

Activities
There will be different types of interactivity in the workshop:
- Mentimeter polls,
- Group exercise using Mural to collect important findings and questions,
- Plenary discussion based on the points collected on Mural,
- Workshop materials will be uploaded to Mural.

EAHIL 2025
WORKSHOP

WORKSHOP 10
Informing the systematic...

Target audience
Information specialists/librarians who conduct or support systematic searches. Participants need to be familiar with the basic elements of a systematic search process.

Duration: 75 min.

Level: Intermediate

Maximum number of participants: 24

Information for participants
Ideally, participants should bring their own laptop for the group exercise.

EAHIL 2025 WORKSHOP

WORKSHOP 11

Can OpenAlex be used for systematic literature searches?

Claire Stansfield[1]*

[1] **University College London,** United Kingdom

*c.stansfield@ucl.ac.uk

Keywords: **Explore,** Manage, A.I **.**

OpenAlex is the world's largest open access database of academic research. Since July 2023 Boolean search functions are available. Our ongoing investigations shows it holds promise as a key resource for systematic literature searches on health topics and in finding research that might not be identified through other resources such as PubMed. However there are challenges in translating the searches, and in processing the potential large numbers of search results. One potential solution is prioritising the search results using machine learning technologies.

This interactive session aims to:
1. provide an overview of Boolean searching in OpenAlex,
2. demonstrate an approach to prioritising the search results using machine learning classifiers in EPPI-Reviewer (a not-for-profit, fee-based systematic review tool); and
3. encourage participants to explore and debate strategies for searching, and issues around the prioritisation of search results.

Participants can bring their own search strategy to translate or try a worked example. We aim to draw on the latest technological developments and our ongoing investigations in considering how OpenAlex can be optimally used for systematic searches.

Description
The session will be split into five segments, up to 15-mimutes each, comprising:
- overview of OpenAlex functions,
- participants translate OpenAlex search in pairs,
- group discussion,
- demonstration
- group discussion.

Participants will be encouraged to put key ideas on post-it notes (or padlet or similar), which will be shared with the whole group.

EAHIL 2025
WORKSHOP

WORKSHOP 11
Can OpenAlex...

Learning outcomes
Participants should be able to:
- undertake a Boolean search in OpenAlex
- describe some solutions and challenges to searching
- describe some solutions and challenges to managing the search results.

Activities
Demonstrations, group discussion, database searchin

Target audience
People who design Boolean searches for systematic reviews or similar types of literature searches.

Duration: 75 min.

Level: Intermediate

Maximum number of participants: 20

Information for participants
People will need to bring their own computers or share with others.

EAHIL 2025 WORKSHOP

WORKSHOP 12

Using Gamification to Combat Health Misinformation in Health Sciences Library Instruction

Christine Andresen[1]*, Rachel Whitney[1]

[1] **Medical University of South Carolina,** United States of America

*andresen@musc.edu

Keywords: **Explore,** Inform, Integrate

We live in a world with instant access to unlimited information at our fingertips, yet the facts are often obscured by misinformation, making it more challenging to quickly find evidence-based answers to health questions. Health sciences instruction librarians play a crucial role in teaching future healthcare providers how to find and use credible sources, a lifelong literacy skill that is becoming increasingly more important. Active learning strategies are typically utilized in library instruction to engage students in the learning process. One of those strategies is game-based learning, or gamification, which intersects game elements with the education environment to increase student engagement, satisfaction, and improve learning outcomes. While game-based learning activities often incorporate digital simulations or virtual escape rooms, technology is not required to create a successful gamified learning experience. There are freely available activities requiring little or no technology use that can still positively impact student engagement and learning outcomes, but many librarians struggle with the trial-and-error process of creating engaging instructional experiences with no guidance on steps for practical implementation. This session aims to remove some of those barriers and support health sciences librarians developing game-based learning activities using freely available or institutionally provided resources.

This 75-minute workshop will explore how active learning strategies, particularly game-based learning, can be accessible for instructors of all levels of technology experience without requiring the use of expensive software. Participants will gain an understanding of how active learning strategies and gamification can be used to enhance librarian-led instruction sessions, get hands-on experience with open-source game-based learning activities, work in small groups to practice incorporating game elements into a library instruction assignment, and reflect on how these strategies could be used to engage students in their own instruction sessions.

Description

This workshop will introduce attendees to active learning strategies and gamification in the context of library instruction (10 min). Presenters will share examples of how a variety of low or no tech game-based learning strategies have been incorporated into various library instruction settings, including orientations, workshops, one-shot guest lectures, and complete

courses, using both freely available and institutionally licensed resources (15 min). Participants will engage in multiple game-based learning activities and experience their implementation in the library instruction environment (25 min). Participants will work in small groups to practice integrating game elements into an existing library instruction assignment and reflect on how active learning strategies could be incorporated into their own instruction sessions (20 min). Presenters will end with a debrief, leaving time for participant questions (5 min).

Learning outcomes

By the end of this session, participants will be able to:

- Define active learning and game-based learning in the context of library instruction.
- Identify openly available resources that can be used to create active learning activities.
- Demonstrate gamified learning strategies for a library instruction session.
- Develop a strategy to incorporate a new active learning technique or game-based learning element in the library classroom

Activities

Activities that will be used throughout the workshop include:

- Audience polling.
- Small group hands-on activities.
- Large group low-tech gaming exercises.
- Contribute to collaborative shared document.
- Individual reflection.

Target audience

Target audience for this workshop includes librarians who are involved in instruction, whether in the library setting such as workshops and orientations, or as an integrated part of a course or curriculum. Additionally, this workshop may be of interest to anyone who wants to learn more about how to incorporate active learning strategies or game-based activities into any type of presentation.

Duration: 75 min.

Level: Beginner

Maximum number of participants: **40**

EAHIL 2025 WORKSHOP

WORKSHOP 13

Enhancing your Systematic Search Strategy with Generative AI: A Workshop on Prompting Techniques for Information Specialists

Remy van Alebeek[1]* and Floor Ruiter[1]

[1] **Maastricht University Library,** Netherlands

*r.vanalebeek@maastrichtuniversity.nl

Keywords: **A.I.,** Inform, Explore

As generative AI, with models like ChatGPT, becomes increasingly prevalent and powerful, information specialists have new tools at their disposal for assisting researchers in conducting literature reviews. This workshop introduces participants to the use of ChatGPT to support the construction and defining of search concepts and terms, especially for research questions that are challenging, ambiguous, or interdisciplinary.

The workshop will begin with a general overview of generative AI applications in literature search support, specifically focusing on how these tools can assist in defining search concepts and generating relevant free-text search terms for complex or hard-to-define research questions. Next, participants will be introduced to various effective prompt examples tailored for these applications, illustrating how differences in prompt structure can impact outcomes. Finally, attendees will engage in a guided, hands-on session where they construct and test prompts on example research questions, with feedback to refine their techniques.

Aim

This workshop aims to empower information specialists with prompting skills that help reduce their workload in particularly challenging cases, rather than to replace their expertise in defining search terms. By learning how to leverage generative AI specifically to handle complex or ambiguous research questions, participants will be equipped with tools to enhance, rather than substitute, their professional judgment and expertise in literature searching.

Methods

This interactive workshop combines instructional segments with hands-on activities. Participants will first observe examples of prompt refinement for common challenges in systematic literature searching. Then, they will engage in guided exercises, constructing their own prompts and experimenting with various research questions to see firsthand how differences in prompting impact results.

Outcomes
By the end of the session, participants will have gained an understanding of the broader possibilities that generative AI offers information specialists in literature review support. They will also gain practical prompting skills immediately applicable to their work, positioning them to incorporate these techniques in supporting literature reviews more effectively and efficiently.

Discussion
In the final segment, participants will have the opportunity to ask questions and engage in a brief discussion. Where they can share their perspectives on the applications of AI in information science and the potential benefits and pitfalls for its future use in supporting literature reviews.

Description
This workshop offers information specialists a focused introduction to using generative AI, specifically ChatGPT, to enhance literature review support. By learning specific prompting techniques and applications participants will gain practical skills to support researchers. These skills will be particularly useful when handling complex or ambiguous research questions and concepts. Optimal participation will require at least a basic level of understanding of ChatGPT, and intermediate to advanced systematic searching skills.

Agenda
- **Introduction to Generative AI in Information Science**
  The workshop begins with an overview of generative AI applications within information science. We'll highlight how these tools can assist in developing precise search concepts and generating relevant free-text search terms, particularly for difficult or interdisciplinary topics.
- **Overview of Prompting Techniques**
  Participants will then be introduced to various examples of prompts tailored for refining search strategies in literature reviews. This segment demonstrates how different types of prompts can influence the quality and relevance of search terms, showcasing best practices for prompt construction in this specialised context.
- **Hands-On Practice with Prompting**
  In this interactive segment, attendees will apply what they have learned by crafting and testing prompts on provided research questions. Participants will explore how subtle adjustments to prompts can refine outcomes and how AI tools can assist in providing support in challenging cases.
- **Q&A and Group Discussion**
  To conclude, participants will have an opportunity to ask questions and engage in a brief discussion on the potential applications of AI tools in their field. This will include sharing insights on best practices and exploring possibilities and pitfalls for generative AI to support their work in literature reviews.

EAHIL 2025
WORKSHOP

WORKSHOP 13
Enhancing your...

Learning outcomes
By the end of this workshop, participants will have gained:
- Insight into the possibilities of incorporating AI tools into their workflow.
- Practical skills in constructing and refining prompts aimed at improving literature searches.
- Confidence in using AI tools to complement their expertise, particularly in handling difficult or ambiguous research questions.

Activities
The workshop will include segments with varying levels of interactivity. Starting with an instructional segment providing the required level of knowledge to effectively construct new prompts. This will be followed by a segment wherein participants will individually work to define search terms for provided research questions and search concepts. During this segment, there will be time for individual questions and support. Lastly, the workshop will end with a group discussion using pre-prepared questions and possible questions from the audience.

Duration: 75 min.

Level: Intermediate

Maximum number of participants: 25

EAHIL 2025 WORKSHOP

WORKSHOP 14

Mastering research methodologies: a workshop for librarians looking to better understand the critical appraisal of biomedical evidence

Len Levin[1]*, Heather Hufstedler[2]

[1] **Harvard Medical School,** United States of America
[2] **Heidelberg University,** United States of America

*leonard_levin@hms.harvard.edu

Keywords: **Explore,** Inform, Grow

Costello noted in a 2018 article in the Journal of the Medical Library Association that "Medical librarians lack professional development opportunities in the critical appraisal of biomedical evidence. An update to our professional development opportunities could support our efforts to teach critical appraisal of biomedical evidence during evidence-based medicine or information literacy instruction." Continuing education such as the Medical Library Associations "Systematic Review Services Specialization" track do exist, but their purpose is specifically designed to assist librarians in managing systematic review work and creating comprehensive search sets. Health Sciences Librarians have also been at the forefront of teaching Evidence-Based Medicine retrieval skills to students, and tools such as the Evidence-Based Pyramid, created by librarians at the SUNY Downstate Medical Center in 2004, have been a mainstay in helping librarians understand and teach the strengths and weaknesses of different research methodologies. However, continuing education, designed for the library community to further "teach critical appraisal of biomedical evidence" are lacking.

The current evidence pyramid commonly used in medical and health sciences has guided evidence-based practice for over two decades, placing Randomized Controlled Trials (RCTs) as the highest form of primary evidence and descending through observational study designs. While effective for ranking evidence in traditional clinical settings, this structure fails to account for adoption of quasi-experimental study designs and analysis methods now vital to research across various fields in medicine. This workshop, co-led by a health sciences librarian and an epidemiologist, seeks to re-imagine the evidence pyramid by integrating newer-to-medicine quasi-experimental designs (e.g., instrumental variables, regression discontinuity, and difference-in-differences), and emphasizing rigorous causal analysis rather than solely study design. Inspired by causal inference concepts – where causation is fundamentally a "missing data" problem of comparing scenarios across worlds—this workshop highlights that causation can only be inferred through carefully constructed study designs and methodologies. It advocates for librarians to redesign the study design hierarchy, and to also acknowledge the co-importance of methodological rigor in causal analysis. Workshop discussions will include a critical look at the limitations

of the traditional pyramid, exploration of alternative evidence frameworks, and practical insights into how causal inference methods can complement systematic reviews. Attendees will leave with an enriched understanding of study design, critical appraisal of causal methods, and a proposal to redesign the evidence pyramid to better represent modern research needs.

Description

The traditional evidence pyramid, a staple in evidence-based medicine, ranks study designs from RCTs downwards based on their perceived ability to answer causal questions. Yet causation requires imagining counterfactuals—comparing outcomes for an individual under two different conditions. This framework challenges the assumption that RCTs alone answer causal questions. Quasi-experimental study designs and analysis methods such as instrumental variables, regression discontinuity, and difference-in-differences have emerged across disciplines to provide alternative paths for evaluating causation, particularly when randomization is impractical or unethical.

In this workshop, co-led by a health sciences librarian and an epidemiologist, participants will delve into these study designs and their potential to complement or even replace RCTs in specific contexts. The session aims to go beyond a simple hierarchy of study designs, encouraging participants to consider the broader question: "What combination of design and analysis best addresses causation?" Using real-world case studies and interactive exercises, librarians will practice appraising studies by both design and methodological rigor, gaining a richer understanding of the diverse approaches available for causal questions.

Participants will also work together to envision a new evidence pyramid that reflects these insights, moving from a focus on design alone to a framework that includes robust analytical methods for causal inference. By rethinking how to present study types and methodologies, this workshop will help librarians support researchers in systematically reviewing evidence with a nuanced perspective on causation.

Learning outcomes

1. Identify the limitations of traditional evidence hierarchies, particularly the evidence pyramid, in ranking study designs for causation.
2. Gain familiarity with quasi-experimental methods, such as instrumental variables, regression discontinuity, and difference-in-differences, as alternative approaches to address causal questions in non-randomized settings.
3. Evaluate the role of rigorous analysis over study design type in establishing causal claims, enabling more informed recommendations during systematic review support.
4. Collaborate to propose a revised evidence pyramid framework that integrates these methodologies, advocating for critical appraisal based on methodological rigor rather than design hierarchy alone.

Activities

1. Introductory Discussion: Participants will begin by reviewing traditional evidence pyramids, sharing experiences, and discussing challenges they face in assisting with evidence appraisal and systematic reviews.
2. Concept Presentation: An overview of causal inference as a "missing data" problem will provide the foundation, followed by explanations of quasi-experimental methods like instrumental variables, regression discontinuity, and difference-in-differences.
3. Case Studies: Participants will work in small groups to appraise real-world study scenarios using traditional and quasi-experimental methods, assessing how different designs impact the strength of causal conclusions.
4. Pyramid Redesign Exercise: In groups, librarians will collaborate to create a revised evidence pyramid that incorporates rigorous causal analysis across varied study designs, discussing criteria for ranking evidence.
5. Reflective Discussion: Closing with reflections, participants will discuss how the new framework could change their approach to guiding researchers in systematic review processes.

Target audience

This workshop is intended for health sciences librarians who work closely with students and researchers exploring causal questions, rather than correlational evidence. These questions represent a counterfactual journey, comparing outcomes as if we could see the same individual under two different scenarios. Traditionally, librarians are taught to rank study designs in the evidence pyramid, positioning RCTs at the top for answering causal questions. However, while RCTs are powerful, they are not always feasible or ethical, and they represent only one of many ways to approach causal inference.

This workshop will empower librarians to guide students and researchers through the broader landscape of causal inference, introducing quasi-experimental methods—such as instrumental variables, regression discontinuity, and difference-in-differences—that offer alternative routes to answering causal questions, especially in real-world settings. Librarians will learn how study design and rigorous analytical methods work together to approximate these counterfactuals.

Participants will gain the knowledge to help their users not only select studies based on design but to critically appraise methodologies for their strength in addressing causal questions. By broadening their understanding of both study designs and analytical approaches, librarians can support students and researchers in answering causal questions with methods that are both rigorous and, at times, more feasible than RCTs. This session will help librarians become facilitators of nuanced, evidence-based decision-making by expanding their tools for evidence appraisal beyond traditional hierarchies.

Duration: 75 min.
Level: Intermediate
Maximum number of participants: 20

EAHIL 2025 WORKSHOP

WORKSHOP 15

The smartest assistant in the room? Making AI and automation work for you

Lukasz Lagojda[1]*, Emily Pulsford[1]

[1] **University of Sheffield,** United Kingdom

*l.lagojda@sheffield.ac.uk

Keywords: **AI,** Integrate, Explore

Automation through artificial intelligence (AI) is transforming professions across various sectors, and the Library and Information Science field is no exception. This technology offers significant potential to enhance efficiency and free up valuable time for librarians. However, the adoption of AI in libraries has been met with hesitancy due to concerns regarding its accuracy and therefore poses a major ethical dilemma.

We aim to address these concerns head-on, empowering librarians and knowledge workers to implement elements of AI into their workflows. In this interactive workshop participants will learn how to identify tasks suitable for automation, ensuring that quality is maintained while maximising efficiency.

Importantly, we will also address the ethical considerations around the use of AI. By the end of the workshop, participants will leave feeling empowered to experiment with AI tools, equipped with the basic knowledge and skills to harness their potential effectively and responsibly.

Description

The rapid advancement of AI presents both exciting opportunities and notable challenges for librarians. While many are beginning to recognize its potential to improve efficiency through streamlined workflows and automated tasks, concerns about transparency and accuracy have led to some hesitancy in adopting these technologies. This workshop aims to provide a supportive and engaging environment for librarians and information specialists to explore the practical applications of AI within their field.

Participants will be introduced to a range of automation tools that the presenters have successfully tested in their own workflows, including those tailored specifically for library environments. The focus will be on user-friendly tools that can seamlessly integrate into existing systems, helping participants discover how automation can save time and improve productivity. Through interactive case studies, we will explore tools that can automate routine tasks, giving participants hands-on experience with solutions that are easy to implement.

By the end of the workshop, attendees will have gained the confidence to identify tasks that can benefit from automation, select the right AI tools for those tasks, and implement responsible practices to ensure the ethical and effective use of these technologies in their daily work.

Learning outcomes

By attending this workshop at, participants can expect to:

- Explore a variety of AI tools that can be applied in library/information science environments.
- Identify tasks within their own workflows that could benefit from automation.
- Gain an understanding of the limitations and potential challenges associated with AI tools.
- Feel empowered to experiment with AI tools and to integrate them responsibly into their existing workflows

Activities

The workshop will include a combination of presentations and interactive activities, including a brief introduction to different types of automation tools, covering their capabilities and limitations. This will be followed by hands-on exercises where participants will identify tasks in their workflows that could be automated, encouraging them to think critically about automation opportunities in their own work.

Case scenario mini presentations by presenters are expected to include (subject to change):

- Management/admin-focused to explore semi-automation of reports and administrative tasks.
- Scoping, searching, and information retrieval, showcasing tools that streamline information gathering and searching.
- Evidence summaries and simple evidence synthesis, demonstrating how AI tools can assist in summarising and synthesising evidence quickly.

Target ambience

Librarians, Information Specialists, Reviewers

Time: 75 min.

Level: Beginner

Maximum number of participants: 40

EAHIL 2025 WORKSHOP

WORKSHOP 16

Workshop on Responsible AI Use in Literature Research: Beyond ChatGPT

Nele Pauwels[1]*, Muguet Koobasi[2]

[1] **Ghent University Hospital,** Belgium
[2] **Ghent University,** Belgium

*nele.pauwels@ugent.be

Keywords: **AI,** Integrate, Explore

Introduction:
This workshop explores the responsible use of AI tools for literature research, emphasizing that ChatGPT is just one of many tools available. AI has vast potential to streamline and enrich the literature research process, but it requires careful, informed use to maximize benefits while mitigating risks.

Methods:
Participants will be introduced to the "AI Sandwich" framework, a structured approach to using AI tools responsibly. This framework includes stages where human oversight is incorporated both before and after using AI, ensuring quality, integrity, and ethical compliance. The workshop will present an array of tools and hands-on exercises that illustrate key do's and don'ts in AI-assisted research.

Results:
Attendees will gain a comprehensive understanding of the diverse AI tools that can support various aspects of literature review. By exploring these tools collaboratively, participants will identify strengths, limitations, and best practices for each.

Discussion:
This session will facilitate reflection on AI use in literature research, with a focus on transparency, accuracy, and human oversight.

Description
He workshop is structured as follows:

1. Introduction to Responsible AI Use: Overview of AI tools, with ChatGPT as one example, and an introduction to the AI Sandwich approach for thoughtful and ethical integration of AI.
2. AI Tools for Literature Research: A guided exploration of AI tools suitable for literature review. Participants will be introduced to multiple tools, followed by a discussion of tool-specific strengths and limitations.
3. Do's and Don'ts of AI in Research: Practical guidelines on when and how to use AI responsibly, including the ethical considerations and common pitfalls researchers face with AI-assisted literature searches.

4. Hands-on Exploration: Breakout groups will explore specific tools to see how they work in real-world contexts. Each group will present their findings, sharing insights on effectiveness, usability, and ethical issues.
5. Reflection and Q&A: A collaborative session for discussing takeaways, open questions, and reflections on responsible AI practices in research.

Learning outcomes

By the end of this workshop, participants will be able to:

1. Understand the Role of AI in Research: Identify how various AI tools can aid in different stages of the literature review process and understand how they differ from ChatGPT.
2. Apply the AI Sandwich Framework: Apply the AI Sandwich model to ensure responsible and balanced AI use, knowing when to intervene with human judgment to uphold quality and integrity.
3. Evaluate AI Tools Critically: Recognize the strengths and limitations of specific AI tools and assess their suitability based on research needs and ethical considerations.

Activities

After an introductionary lecture, participants will be divided into groups, each focusing on a specific AI tool. After hands-on exploration, groups will analyze the tools' effectiveness and ethics in a structured format and present their findings to the larger group. This workshop will include Q&A.

Target audience

Information Specialists, Research and education support staff.

Time: 75 min.

Level: Beginner

Maximum number of participants: 30

eahil2025.umed.pl
eahil2025@umed.lodz.pl

MEDICAL UNIVERSITY OF LODZ

CiB INFORMATION AND LIBRARY CENTER MEDICAL UNIVERSITY OF LODZ

Fumed Foundation for the Medical University of Lodz