



# **EAHIL** 2025 WORKSHOP

**09-13.06.2025**

**Łódź** // Poland



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# Shaking it up:

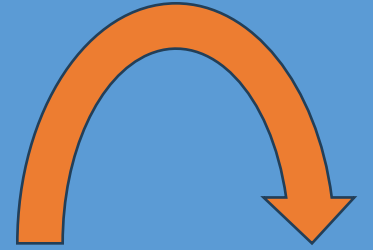
## A research project to determine why our information skills training sessions are so popular

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<sup>1</sup> Bodleian Health Care Libraries, University of Oxford, UK



# Raise your hand, please



Do you teach or train staff or students as part of your job?

# Bodleian Health Care Libraries – where are we?



**Cairns Library**  
John Radcliffe Hospital



**NOC Library**  
Nuffield Orthopaedic Centre



**Knowledge Centre**  
Churchill Hospital



**Horton Library**  
Horton Hospital (Banbury)

More information about our libraries is available here: <https://www.bodleian.ox.ac.uk/libraries/cairns-library>

# Information Skills Workshops

🏠 > Ask and support > iSkills workshops

Ask a librarian

Getting started guides ▶

**Workshops ▼**

Finding scholarly materials  
handouts and videos

Reference management  
handouts and videos

Open scholarship handouts  
and videos

Medical Sciences and OUH  
Trust handouts and videos

Guide to copyright ▶

How to guides ▶

Subject librarians

## iSkills workshops

The Bodleian iSkills workshops develop your skills in information discovery and scholarly communications, covering a variety of resources across a wide range of disciplines. They are primarily aimed at University of Oxford students and staff and, for particular workshops, Oxford University Hospitals (OUH) staff.

Our workshops cover:

- Information discovery and searching for scholarly materials
- Endnote, RefWorks, Zotero and Mendeley for managing references and formatting footnotes and bibliographies
- Keeping up to date with new research
- Measuring research impact
- Understanding copyright and looking after your intellectual property
- Open Access publishing and complying with funder mandates for open access
- Managing your research data

## Find a workshop

Workshops run throughout term. All our workshops are free.



# Searching & systematic reviews

- Introduction to Literature Searching
  - 90-minute sessions – mix of online and in-person
  - Run 4 times per term – 2 in-person and 2 online
- Introduction to Systematic Reviews
  - 60-minute online session via Teams
  - Run 4-6 times per term
- Advanced Systematic Reviews
  - 180-minute session – in-person
  - Run 3 times per term

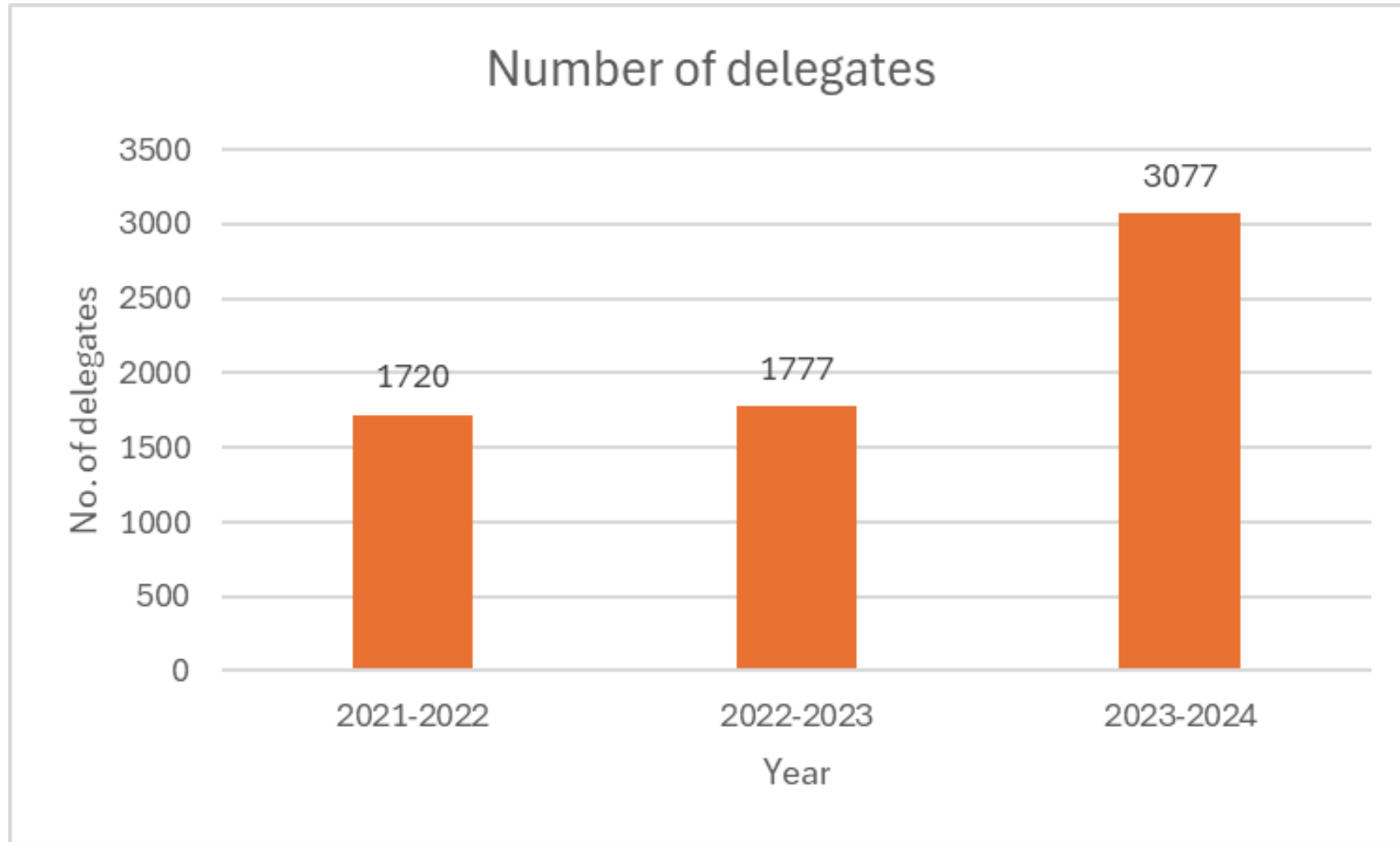
# Managing references

- Reference management for OUH and MSD
  - Endnote, Zotero and RefWorks
  - 60-90 min online sessions
  - Runs 4-6 times per term for each app
- Reference management for OU
  - Choosing & Using Software for Referencing (at IT Services in city centre)
  - RefWorks

# Sharing research

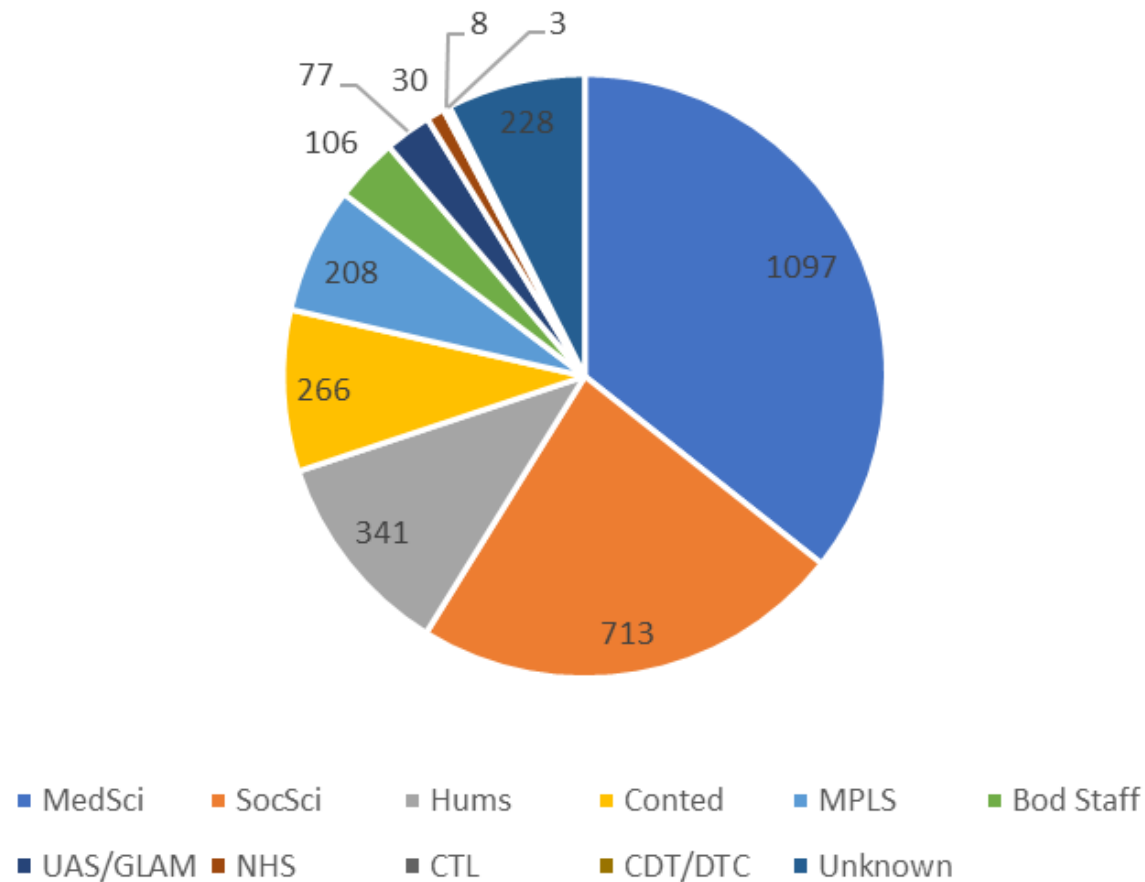
- Introduction to Designing a Conference Poster
  - Top tips for getting started – audience, layout, use of text and images, printing and presentation skills
  - 60-minute sessions
  - Mix of face-to-face and online teaching – at least one of each session per month
- Introduction to Science Communication
  - Tips for how to get involved and why, with lots of examples provided
  - 60-minute sessions
  - Mix of face-to-face and online teaching – at least one of each session a month

# Number of participants at in-person and live online workshops



# Participants by Division 2023-4

iSkills attendees academic year 2023-24



# Feedback – What we do well

“It was brilliant in terms of content and structure. I realise this may be difficult as there is a lot of ground to cover in a short period of time but if we could slow the pace a bit, that would be helpful. I occasionally found it difficult to keep up with taking notes for myself!” – Searching systematically, January 25

“The workshop was very informative” – EndNote session, February 2025

“It was super amazing, and the teaching team was super kind and amazing made everything simple and easily understandable, things I was struggling with for some time but I was able to resolve it within minutes” – Advanced searching clinic for systematic reviews, scoping reviews and evidence syntheses, March 25

# Why do they like our training sessions?

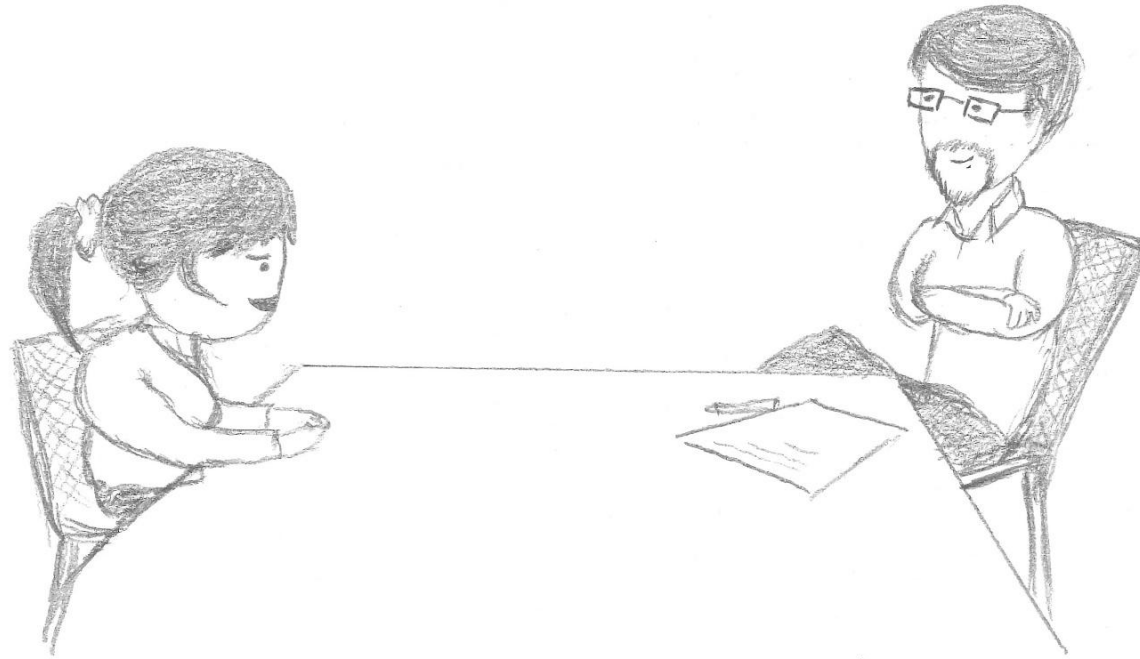


# Research aims

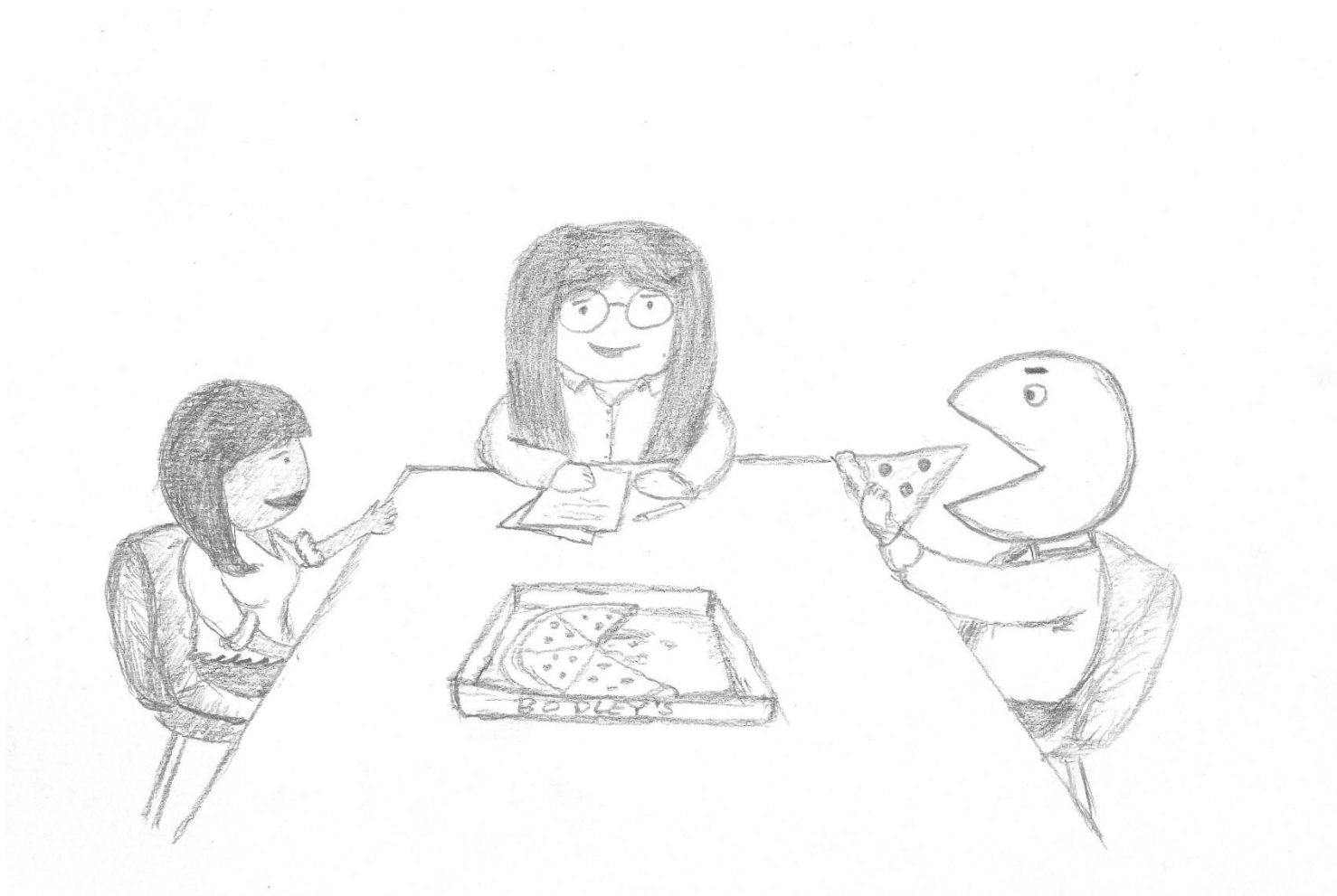
1. How well does the existing training provision, the sessions we currently provide, meet our library users' needs?
2. Are we providing the training sessions in the right locations?
3. How best can we promote our training sessions?



# Methods: Interviews



# Method: Focus Groups



# Results 1

Do our sessions meet the information needs of postgraduate students from the Medical Sciences Division? Well, yes and no.

1. Students rely on supervisors and peers in their research groups to help them with literature searching.
2. They need to learn skills in coding and statistics to manage large data sets.
3. They need training in literature searching, evidence synthesis, critical appraisal, science communication (sharing research), and writing skills.

# Useful Training Sessions

Training	Have attended	Would like to attend
Advanced Searching Clinic for Systematic Reviews, Scoping Reviews and Evidence Syntheses		10
Critical appraisal for qualitative and quantitative research		7
Grey literature searching		5
Introduction to Designing a Conference Poster	1	4
Introduction to EndNote (Reference Management Software)	3	4
Introduction to RefWorks (Reference Management Software)		
Introduction to science communication: Translating your research for a non-specialist audience		9
Introduction to Zotero (Reference Management Software)	2	4
Literature Searching – Getting Started	2	5
Conference Poster Clinic		5
Searching Systematically		8
Searching the dark web		5
Systematic Reviews, Scoping Reviews and Evidence Syntheses - Getting Started	2	8
Writing skills workshop		7

# Results 2

Are the training sessions provided in the right locations?

1. Beginning or end of the day, or lunch time, are the best times of the day to offer training sessions, working around laboratory experiments and other meetings.
2. Online or in person, 1:1 or in small groups are recommended, with practical examples to help apply theory to research questions immediately.
3. E-learning or YouTube videos were mentioned by the focus group participants. Short videos are popular, especially if accompanied by exercises or an interactive task.

# Results 3

How best can we promote our training sessions?

1. Brief emails are recommended, especially from lab managers.
2. Personalised emails would be best, timed for the start of a PhD to indicate the courses that teach the skills they need to learn.
3. A website with a timetable to make it easy to see which sessions are being held and which have free spaces would be best.

# Discussion

## Actions for BHCL Outreach Team

1. Create short videos that we produce with content from our sessions, especially about literature searching, with exercises and interactive quizzes.
2. Promote our brief guide about journal clubs.
3. Promote our literature searching sessions directly to DPhil students via short emails sent to all departments, graduate studies coordinators, and lab managers.
4. We need to send out our training materials before sessions, as this is popular with attendees.
5. Review the timings for our iSkills sessions.

# Limitations

- Few of the participants had attended our iSkills training sessions, and they had limited awareness of the programme.
- Did they prefer online or in-person training sessions? They wanted both!
- The students wanted us to provide training in their buildings. We do not have access to their buildings.



# Future Plans



# Recommendations for EAHIL colleagues

1. It's fun to talk to library users and gather qualitative data. Shaking it up – fun to conduct research!
2. Allow for a budget for vouchers or gift tokens, and provide pizza and drinks, to recruit participants when collecting data about services.
3. Follow up on the findings with simple actions for the short and long term, such as improving library pages (LibGuides), and creating short, bite-sized videos to meet the needs for more online training materials tailored for our institution.

# Thank you!

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