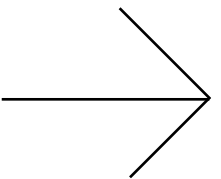




Panel presentation at the 2026 CHLA Annual Conference

06/05/2026

# Librarians as Creators of Open Educational Resources for Advanced Searching



# Who we are



**Peter Farrell**



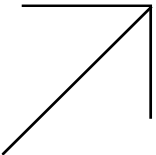
**Sandra McKeown**



**Erica Nekolaichuk**



**Nigèle Langlois**



“Open educational resources (OER) are teaching, learning, and research materials in any medium that reside in the public domain or that have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others”

# Why should you consider making an OER?

Wish your current instructional, educational, or teaching materials were a better fit with what you want your students to learn?

Want to contribute to easing the financial burden of higher education for your students?

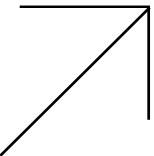
Wish your instructional content could be used more widely even if it is unlikely to be published as a commercial resource?

Find it difficult to find resources for instruction because the commercial market is limited for certain topics and perspectives?

Want to give your students the opportunity to contribute to the creation of knowledge with a renewable assignment?

Looking to disseminate your research findings to a wider audience?

Adapted from: University of Ottawa. (2026, May 25). *Creating OER*. Open educational resources. <https://www.uottawa.ca/library/open-educational-resources/creating-oer>



# Creating OER or adapting an existing OER is not without its challenges.

**Time, technical  
skills, and  
finance**

**Attribution and  
recognition**

**Sustainability**

**Quality  
Assurance**



# Accidental OER

## The Essentials of Conducting Systematic Reviews

Work started in 2020 to build a module series introducing all stages of the systematic review process to help Queen's University Library (QUL) address:

- Time constraints and capacity issues with providing library support for systematic reviews;
- Lack of awareness by reviewers about process and best practices;
- Gaps in support available for reviewers (stages of the review outside of the librarian's expertise).

Ideally, this would lead to higher quality systematic reviews and result in better healthcare and policy decisions.



# Needs assessment

Would similar libraries find “***freely available***” online modules useful?

► J Can Health Libr Assoc 2021 Dec 1;42(3):154–163. doi: [10.29173/jchla29571](https://doi.org/10.29173/jchla29571) 

## **Systematic review support received and needed by researchers: a survey of libraries supporting Ontario medical schools**

[Sandra McKeown](#)<sup>1,+</sup>, [Zuhaib M Mir](#)<sup>2</sup>, [Jennifer A Ritonja](#)<sup>3</sup>, [Eleftherios Soleas](#)<sup>4</sup>

All 13 libraries reported they would be somewhat to extremely likely to **incorporate/recommend** freely available online educational modules.

- The initial idea centered around **distribution**.
- Not the possibility of having other libraries **adapt/remix/build upon**.



ES Eleftherios Soleas

## Module 1: Introduction to Systematic Reviews

2022

📖 Course · 6 Lessons

Updated at May 15, 2026



ES Eleftherios Soleas

## Module 2: Formulating Review Questions and Protocols

2023

📖 Course · 5 Lessons

Updated at Jun 2, 2025



ES Eleftherios Soleas

## Module 3: Searching for Eligible Studies

2024

📖 Course · 6 Lessons

Updated at Jun 2, 2025



ES Eleftherios Soleas

## Module 4: Selecting Studies

2025

📖 Course · 5 Lessons

Updated at Apr 21, 2026



ES Eleftherios Soleas

## Module 5: Extracting Data

2025

📖 Course · 4 Lessons

Updated at Apr 21, 2026



ES Eleftherios Soleas

## Module 6: Assessing Risk of Bias

2025

📖 Course · 4 Lessons

Updated at Nov 8, 2025



Sandra McKeown

## Module 7: Synthesizing and Disseminating Findings

2026

📖 Course · 5 Lessons

Updated at Apr 26, 2026



ES Eleftherios Soleas

## Module 8: Using Automation and AI Tools in Reviews

2025

📖 Course · 5 Lessons

Updated at May 19, 2026



# Inter-professional collaboration

Hiring content writers in 2024 was made possible by the QUL **OER grant (\$7500)**



|                        | Sandra McKeown | Dr. Eleftherios Soleas | Dr. Jennifer Ritonja | Dr. Zuhaib Mir | Lucy Mackrell (PhD cand) | Matthew Jalink (PhD cand) | Emmanuelle Raynard (Laval U) |
|------------------------|----------------|------------------------|----------------------|----------------|--------------------------|---------------------------|------------------------------|
| Conceptualization      | X              | X                      | X                    | X              |                          |                           |                              |
| Project administration | X              |                        |                      |                |                          |                           |                              |
| Accreditation          | X              | X                      |                      | X              |                          |                           |                              |
| Funding acquisition    | X              | X                      | X                    | X              |                          |                           |                              |
| Writing – original     | X              |                        | X                    |                | X                        | X                         |                              |
| Writing – review/edit  | X              |                        | X                    |                | X                        |                           |                              |
| Visualization          | X              | X                      |                      |                |                          |                           |                              |
| Supervision            | X              |                        | X                    |                |                          |                           |                              |
| Translation (to        |                |                        |                      |                |                          |                           | X                            |

## Knowledge Check

### Module 3: Searching for Eligible Studies

0% COMPLETE

Introduction to Systematic  
Review Searching

Sources to Search

Developing Comprehensive  
Search Strategies

Managing Search Results

Guidelines for Reporting the  
Search

Evaluation and Certificate Link

In addition to searching the three main health-related databases, which subject-specific database(s) would also be relevant for a systematic review investigating the effects of cranberries on urinary tract infections (select all that apply)?

☐

AMED

☐

APA PsycInfo

☐

Global Health

SUBMIT

# Systematic Reviews & Other Syntheses

Links to the modules are provided on the Queen's library guide.

Google: Queen's library syntheses.

Also linked from OERs @ Queen's.

- Library Support
  - Training Modules
    - Introduction
    - Module Series
    - Development
    - Bibliography
  - Workshop Series
  - Database Search Tutorials
- Getting Started
  - Scoping Reviews
  - Systematic Reviews
  - Reporting Standards
- Developing Protocols
- Searching for Studies
  - Grey Literature
  - Search Strategies
- Selecting Studies
  - Retrieving Full Text
- Extracting Data
- Assessing Risk of Bias
- Publishing the Findings
- Covidence Review Software

## Module Series

*The Essentials of Conducting Systematic Reviews* module series is currently under development and content will be added/linked as it becomes available. French language translation below.

- Module 1: Introduction to Systematic Reviews
- Module 2: Formulating Review Questions and Protocols
- Module 3: Searching for Studies
- Module 4: Selecting Studies
- Module 5: Extracting Data
- Module 6: Assessing Risk of Bias
- Module 7: Publishing the Findings
- Module 8: Covidence Review Software

Traduction française

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### Open Educational Resources @ Queen's University

Catalog Submissions About

## The Essentials of Conducting Systematic Reviews

Sandra McKeown; Jennifer Ritonja; Eleftherios Soleas; Zuhaib Mir; Lucy Mackrell; Matthew Jalink

### Synopsis

The Essentials of Conducting Systematic Reviews is an open access educational module series developed by an interprofessional team led by Queen's University to address the growing demand for researcher support and to bridge gaps in the educational support available. The eight modules introduce learners to all stages of the systematic review process as well as systematic review software. The intended audience includes students, residents, faculty, and staff in the health sciences, but the concepts may be useful and applicable to learners in other disciplines. Learners can generate a certificate of completion for each individual module.



Link

Published September 12, 2025

# Google analytics

Learners come from **87 countries** on 6 continents.

New users▼ by Country▼



Map Data ©2026 Terms

| COUNTRY        | NEW USERS |
|----------------|-----------|
| Canada         | 1.6K      |
| United States  | 452       |
| United Kingdom | 279       |
| Australia      | 219       |
| Ghana          | 65        |
| Japan          | 60        |
| Poland         | 37        |

Of the **754 cities** learners come from, the top 5 are from Ontario:

1. Toronto
2. Kingston
3. Montreal
4. London
5. Melbourne/Ottawa



[Research](#)[Services](#)[Visit](#)[Help](#)[About](#)[My Account](#)[U of T Libraries](#) / [Research Guides](#) / [Gerstein Science Information Centre](#) / [Knowledge syntheses: Systematic & Scoping Reviews, and other review types](#) / [Screening for articles](#)

# Knowledge syntheses: Systematic & Scoping Reviews, and other review types

[Home](#)[Before you start](#)[Getting Started](#)[Different Types of Knowledge Syntheses](#)[Assemble a Team](#)[Develop your Protocol](#)[Eligibility Criteria](#)[Screening for articles](#)[Screening for articles](#)[Online module: Selecting Studies](#)[First & second level of screening](#)[Internal & external challenges](#)[Strategies for improvement](#)[Screening webinar, examples, and templates](#)[Data Extraction](#)

## Screening for articles

[Searching for studies](#) is different than screening for studies. When screening potential articles to be included in a knowledge synthesis, keep these pointers in mind:

- Think specifically, and at a granular level
- Decisions are based on the specific characteristics of each study, as defined by the scope of your topic, and that will answer your question, eligibility criteria should be consistent with these characteristics
- The process on how to handle uncertainty when screening should also be pre-determined, e.g. if the study is missing data, then include for now
- Reviewers should have a high minimum of 90% agreement among them in their screening process

**\*Our librarians do not provide consultations on screening, however we're happy to provide you with the information and resources below.**

## Online module: Selecting Studies

Take a look at "[Module 4: Selecting Studies](#)" from the Open-Access Series ***The Essentials of Conducting Systematic Review***, a collaboration between Health Sciences Librarian [Sandra McKeown](#), Drs. [Jennifer Ritonja](#), [Zuhaib Mir](#),

# Open access



The modules are licensed under a Creative Commons Attribution-NonCommercial 4.0 International license.

Allows reusers to:

- **Distribute** (share/post)
- **Remix** (combine with other material)
- **Adapt** (modify or alter the material)
- **Build upon the material** (extend/create from it)
- **In any medium or format** (slides, websites/guides)
- For non-**commercial purposes**
- Requires that reusers **give credit** to the creator

# Facilitating reuse

- Writing with reuse in mind (e.g., avoiding institution-specific information)
- Using accessible formats and universal design principles to support diverse learners and technologies (e.g., alt text for images and figures, sufficient colour contrast, descriptive hyperlinks)
- Providing editable source files in formats that can be opened with free or open-source software
- Encouraging remixing by making graphics and figures separately available
- Including clear attribution information and suggested citation text
- Hosting the modules in stable repositories where they can be easily discovered





# Accidental OERs



The Comprehensive  
Searching Guide



Navigating the  
COVID-19 Evidence  
Landscape



Paper Mills

# The Comprehensive Searching Guide

From messy to... messy but helpful!

## How it Happened

- In direct response to huge growth in KS consultation demand
- Split one existing guide into two
- Speed & usefulness over polish - definitely a JUST DO IT attitude
- Preach what we practice - designed to be used in consults, to answer reference questions
- Step-by-step with real examples repurposed from the old guide and tons of new content
- Whole team gave feedback and continues to adapt and update it

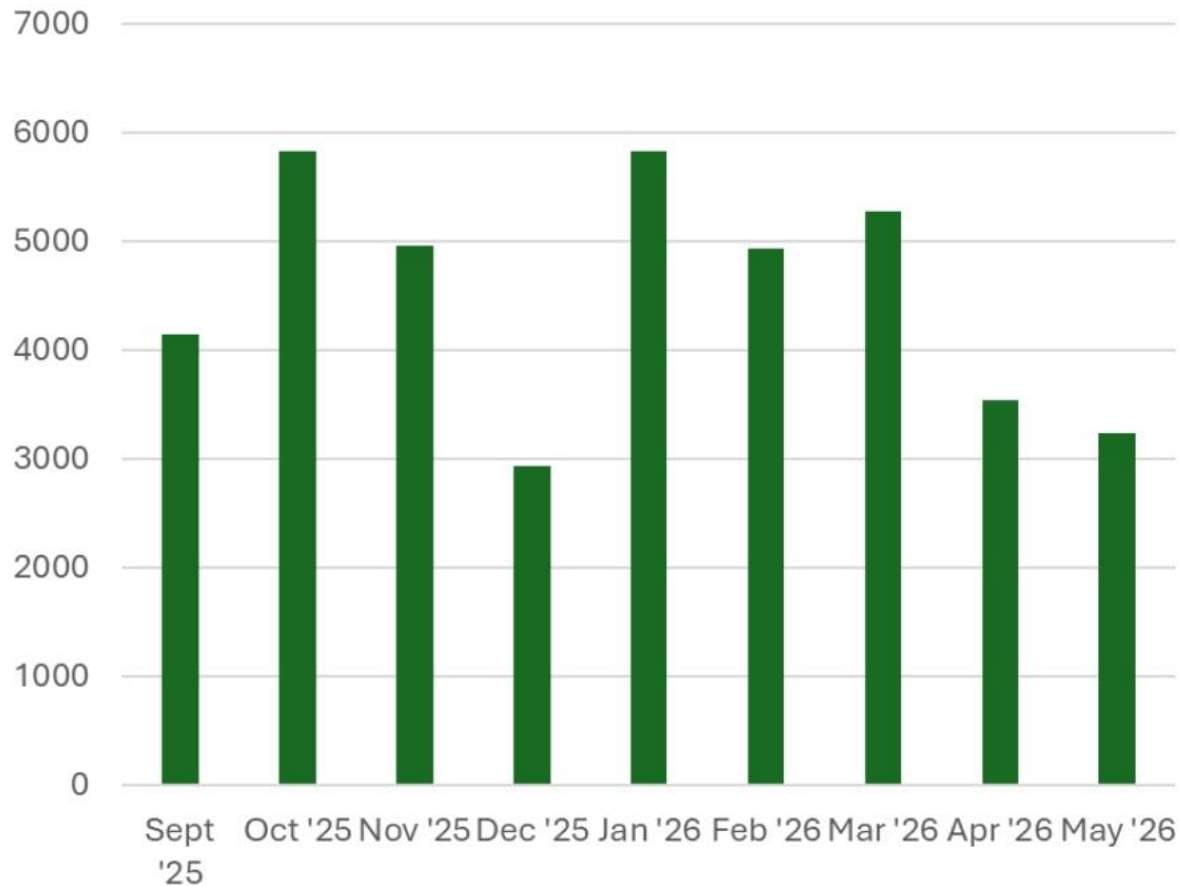
## The Bonus: Database Tutorial Videos

- No budget but we did buy a Yeti mic
- Short screencasts: pure mechanics (where to click, not why)
- No conceptual content (that was covered by the guide & consults)
- Still popular years later



# Still going strong... and still don't really consider it an OER

Monthly Views – 2025/2026



| Page Title                                   | Total Views Since Sept '26 |
|----------------------------------------------|----------------------------|
| Ovid Medline                                 | 7770                       |
| Steps to Searching the Literature (homepage) | 4943                       |
| Grey Literature                              | 3266                       |
| Ovid Embase                                  | 2162                       |
| Web of Science                               | 1702                       |

# Navigating the COVID-19 Evidence Landscape Module

A timely module on preprints & information literacy in the pandemic era

## The Making

- Part of the pandemic workplan
- Skill-based: navigating a fast-moving info landscape
- Preprints front and center
- Speed was the priority — polish came second

## The Surprise

- Shout-out from Cochrane
- Picked up by Wikipedia editors via Wikipedian in Residence
- Reached audiences we never imagined
- Discoverability beyond our students asking questions wasn't part of the plan

## The Chaos

- No idea how to host an online module
- Library IT weren't interested
- Bought Amazon hosting ourselves
- IT stepped in once it gained attention
- The link was broken when I last checked since the entire website was redesigned
- engagement isn't measured and it is languishing

# Paper Mills Module

An OER by intention — conceptually ambitious, funded on goodwill alone, and finally here!

## Key Decisions Made Along the Way

- 👉 Designed to start a conversation
- 👉 Collaborative effort by keen librarians who like to work together
- 👉 Forgoing funding to avoid the overhead and additional work — all in-kind effort
- 👉 Didn't want platform lock-in despite available funding opportunities from vendor
- 👉 Prior team experience led us to Articulate
- 👉 Confident IT could host it — and they did

## Challenges

- Conceptual, not skill-based meant a WAY harder design challenge
- It did take a really long time
- Can measure some engagement via social media promotion posts, but no way to know if people are using it
- Relies on word-of-mouth promotion and conversations with faculty

# Threads Across All Three OER Experiences

- **Speed over polish**  
Getting it out quickly has usually mattered more than making it perfect
- **What discoverability?**  
Impact has often arrived sideways, through word of mouth and good old liaison outreach
- **Sustainability is ongoing**  
A leaderless project is going to rust over with time

# “Accidental OER”:

## A Bilingual Guide to Comprehensive Searching



- Adaptation of Erica’s “A Guide to Comprehensive Searching in the Health Sciences”
- Led by Peter Farrell & Nigèle Langlois
- Duration: April 2024 - July 2025
- Fully English – French bilingual content
- Added NEW database tutorials in French





# Erica's Original

## Searching the Literature: A Guide to Comprehensive Searching in the Health Sciences

Students and researchers in the health sciences are often required to conduct comprehensive searches of the literature. Follow the steps in this guide to learn how this process works.

### Steps to Searching the Literature

Welcome!

Advanced Literature Searching - Cheat Sheet

Online Module: The Essentials of Conducting Systematic Reviews - Module 4: Searching for Eligible Studies

License Information

Formulate your question

Precision vs. Sensitivity

Gather synonyms

Construct strategy using OR/AND

Use subject headings & textwords

Choose your database(s)

Conduct your search

Test Your Search

Translating your Search

Supplement your search

Manage your results

## Welcome!

**Use this guide to learn how to properly and effectively conduct comprehensive searches of the literature.**

Remember that searching:

- is an ITERATIVE process
- often requires re-evaluation and testing, from adding or changing keywords and the ways they relate to each other, to choosing new resources to search, and even rewording or straight-up changing the research question!
- is a logic puzzle that requires an understanding of precision and sensitivity
- pretty fun once you get the hang of the process!

## STEPS TO SEARCHING THE LITERATURE



Formulate your search question



Determine whether to search precisely or sensitively



Gather synonyms for your search concepts

# Our Bilingual Adaptation

## La recherche documentaire exhaustive dans les sciences de la santé

### À propos de ce guide (commencer ici)

[À propos de ce guide](#)[Structure de ce guide](#)[Feuilles de travail pour l'élaboration d'une recherche](#)[Cours en ligne à rythme libre \(Queen's\)](#)[Licence](#)[Recherche dans les bases de données scientifiques](#)[Formulez votre question](#)[Précision et sensibilité de votre](#)

### À propos de ce guide

Consultez le présent guide pour savoir comment effectuer de manière efficace des recherches exhaustives dans la documentation.

N'oubliez pas que la recherche :

- est un processus ITÉRATIF
- exige souvent une réévaluation et des essais, soit l'ajout ou la modification de mots-clés et les liens entre eux, le choix de nouvelles ressources ou même la reformulation ou la modification de la question de recherche!
- s'apparente à un casse-tête logique qui requiert précision et sensibilité
- assez amusante une fois que vous aurez compris le processus!

**NB:** Les exemples utilisés dans ce guide sont principalement rédigés en anglais. Comme la plupart du contenu des bases de données scientifiques est en anglais, nous suggérons généralement de créer vos recherches en anglais.

# The Gap

## Research consultation challenges

- Repeating the same concepts in every research consultation is draining
- Early career librarian, struggling to develop my own piecemeal handouts
- Desire to direct students to a more structured workflow for learning advanced searching
- Interested in collaborating and combining resources from my colleagues.

## Bilingual requirement

- uOttawa is a bilingual University
- Few external French resources that teach searching
- Our teaching resources should be English & French



# Project Team



**Peter Farrell**



**Nigèle  
Langlois**



**Camille  
Cottais**  
Research Assistant

uOttawa Library OER Grant  
funded

- Professional translation
- Camille's Video translations

# Steering Group of Research Librarians



**Lindsey Sikora**



**Patrick R.  
Labelle**



**Sarah Visintini**



**Emily Da Silva**



**Victoria Cole**



**Marie-Cécile  
Domecq**

# Seeing this guide as an OER



We didn't.

A call for OER Funding, from uOttawa Library, made us think bigger.

Ultimately, we made content decisions with our graduate students in mind.

OER funding pushed us to give more attention to enable broader use & reuse.

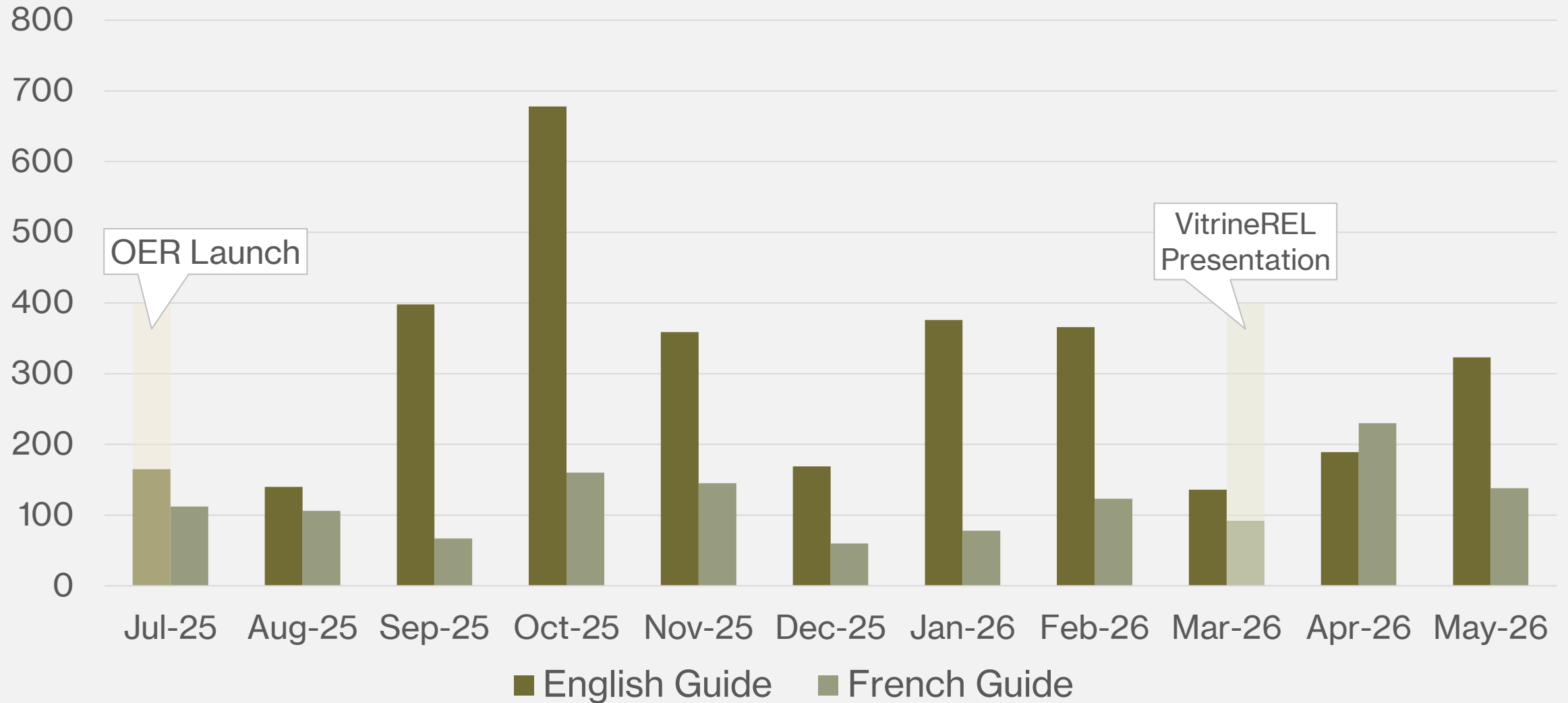
## Areas of extra care

- H5P interactive activities
- Plain text alternatives
- Optimization for screen readers
- Video transcriptions





# Usage (monthly views)





menti.com  
4100 4187

# Q&A

Panel discussion session

## **Proposal:** Creation of Open Education Resources (OER) Interest Group in CHLA



**Poll:** Would you be interested in a CHLA Interest Group on Open Educational Resources (OERs)?

- Yes
- No
- Maybe

We will follow up over email on canmedlibs to gauge interest in broader CHLA membership.

# Thank you!

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**Sandra McKeown, Queen's University**

**Erica Nekolaichuk, University of  
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