

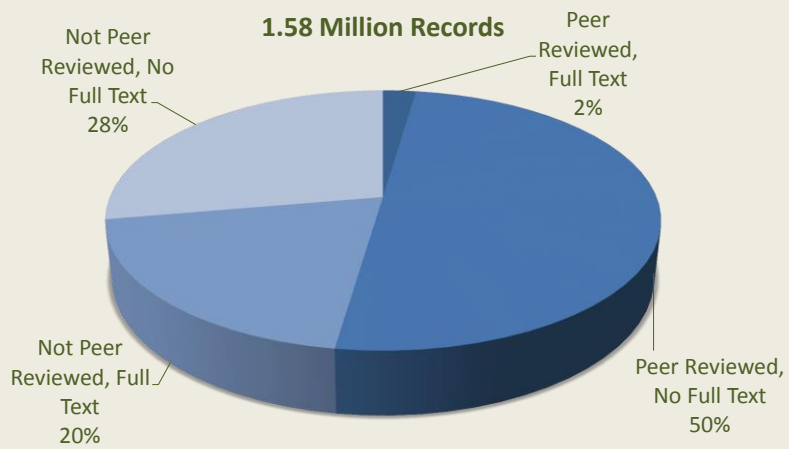


## Overview

- Major accomplishments in 2014-2015
- Thesaurus Update
- Changes to the Selection Policy
- New Fields
- New ERIC Topic Pages
- Q&A

# About ERIC

# About ERIC

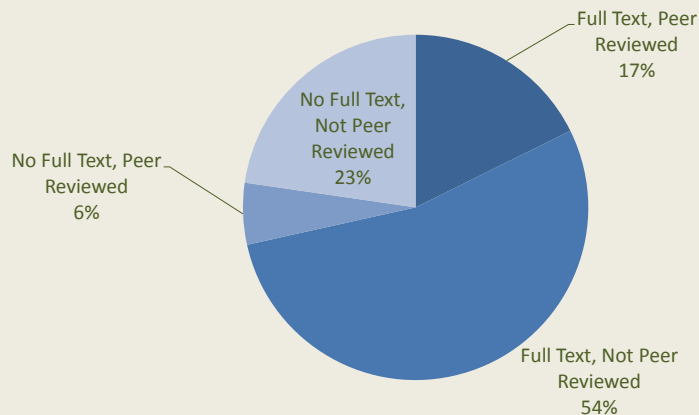


## ERIC Usage

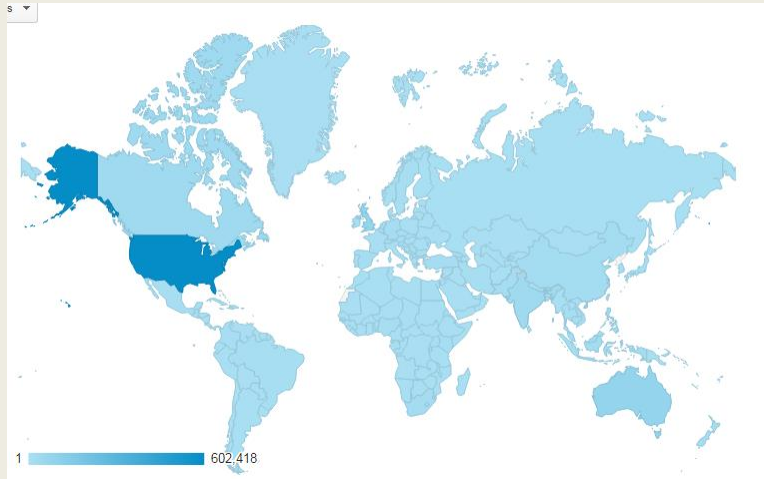
- 110,000 page views a day
- 500,000 full text documents downloaded a month
- Add 4,000 new records to our collection a month

## Current Mix of Records\*

48,556 records



## ERIC's Users



## Key ERIC Users

### Academics

- Librarians
- Students
- Researchers

### Educators

- Teachers
- Principals

### General Public

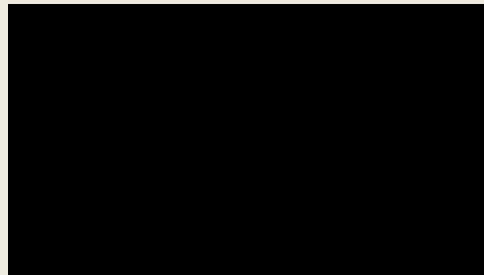
- Parents
- Community Members

### Policymakers

- Boards of Education
- Elected Officials and their staffs

ERIC Search

See our video

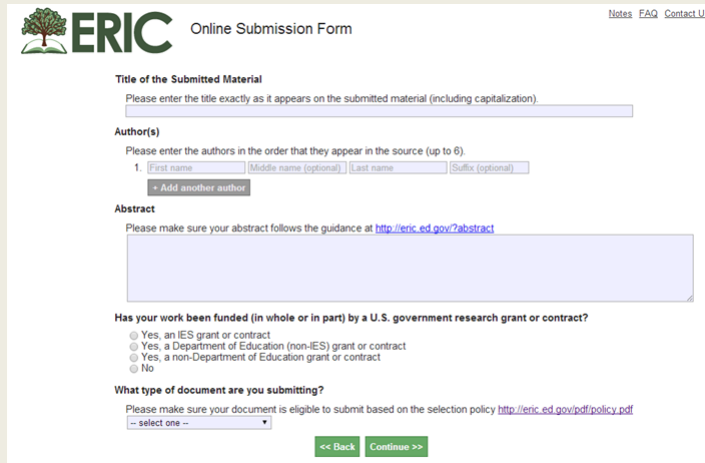


## ERIC Online Submission

### Online Submission System

- The Online Submission System launched in August 2014
- 822 submissions have been published– 88 of them as part of the Public Access policy

# ERIC Online Submission



The screenshot shows the ERIC Online Submission Form. At the top left is the ERIC logo (a tree) and the text "ERIC Online Submission Form". At the top right are links for "Notes", "FAQ", and "Contact Us". The form is divided into several sections:

- Title of the Submitted Material:** A text input field with the instruction "Please enter the title exactly as it appears on the submitted material (including capitalization)."
- Author(s):** A section with the instruction "Please enter the authors in the order that they appear in the source (up to 6)". It includes a numbered list (1) with input fields for "First name", "Middle name (optional)", "Last name", and "Suffix (optional)". Below this is a button labeled "+ Add another author".
- Abstract:** A section with the instruction "Please make sure your abstract follows the guidance at <http://eric.ed.gov/?abstract>". It features a large text area for the abstract.
- Funding:** A section titled "Has your work been funded (in whole or in part) by a U.S. government research grant or contract?" with three radio button options:
  - Yes, an IES grant or contract
  - Yes, a Department of Education (non-IES) grant or contract
  - Yes, a non-Department of Education grant or contract
  - No
- Document Type:** A section titled "What type of document are you submitting?" with the instruction "Please make sure your document is eligible to submit based on the selection policy <http://eric.ed.gov/pdf/policy.pdf>". It includes a dropdown menu with "-- select one --".

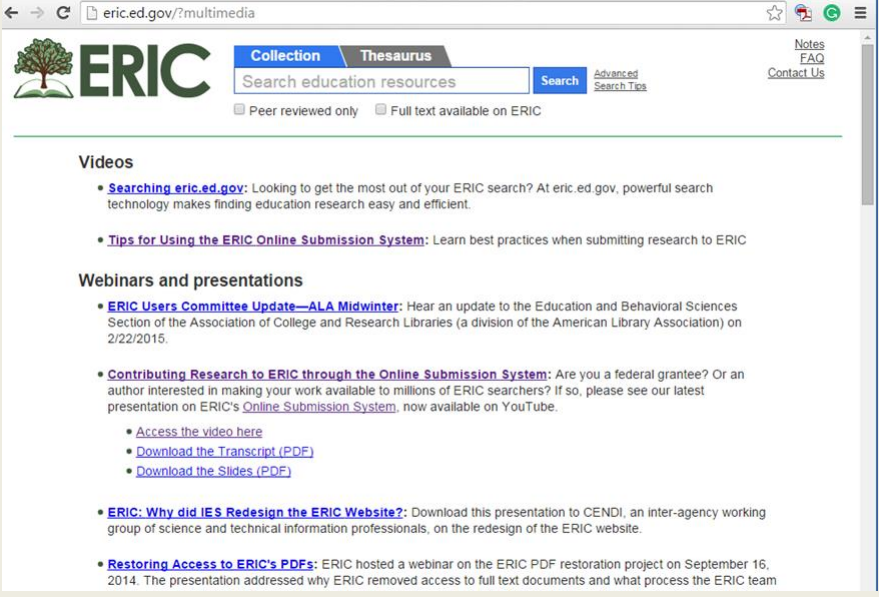
At the bottom of the form are two buttons: "<< Back" and "Continue >>".

## New Sources in ERIC

- We have had two source reviews this year to add new material to ERIC
- Priority is given to peer-reviewed materials that will allow us to index their full text, either immediately or after an embargo
- If you have suggestions for new sources, please email us at [ERICRequests@ed.gov](mailto:ERICRequests@ed.gov)

# Adding Full Text

- We are negotiating with publishers to allow us to display their full text, either immediately or after an embargo
- 1/3 of our searches are for full text and it is the most frequent help desk request
- We prefer this to direct links because links often break as websites are redesigned



The screenshot shows the ERIC website interface. The browser address bar displays "eric.ed.gov/?multimedia". The ERIC logo is on the left, and navigation links for "Collection" and "Thesaurus" are in the top center. A search bar contains the text "Search education resources" with a "Search" button and links for "Advanced Search Tips". On the right, there are links for "Notes", "FAQ", and "Contact Us". Below the search bar, there are checkboxes for "Peer reviewed only" and "Full text available on ERIC". The main content area is titled "Videos" and lists several items:

- [Searching eric.ed.gov](#): Looking to get the most out of your ERIC search? At eric.ed.gov, powerful search technology makes finding education research easy and efficient.
- [Tips for Using the ERIC Online Submission System](#): Learn best practices when submitting research to ERIC

Below the "Videos" section is the "Webinars and presentations" section, which lists several items:

- [ERIC Users Committee Update—ALA Midwinter](#): Hear an update to the Education and Behavioral Sciences Section of the Association of College and Research Libraries (a division of the American Library Association) on 2/22/2015.
- [Contributing Research to ERIC through the Online Submission System](#): Are you a federal grantee? Or an author interested in making your work available to millions of ERIC searchers? If so, please see our latest presentation on ERIC's [Online Submission System](#), now available on YouTube.
  - [Access the video here](#)
  - [Download the Transcript \(PDF\)](#)
  - [Download the Slides \(PDF\)](#)
- [ERIC: Why did IES Redesign the ERIC Website?](#): Download this presentation to CENDI, an inter-agency working group of science and technical information professionals, on the redesign of the ERIC website.
- [Restoring Access to ERIC's PDFs](#): ERIC hosted a webinar on the ERIC PDF restoration project on September 16, 2014. The presentation addressed why ERIC removed access to full text documents and what process the ERIC team



The screenshot shows the ERIC website search results for the query 'school'. The page includes a navigation bar with 'Collection' and 'Thesaurus' tabs, a search bar containing 'school', and a 'Search' button. Below the search bar, there are filters for 'Peer reviewed only' and 'Full text available on ERIC'. The results are displayed in a list format, with the first three results visible. Each result includes a title, author, and a brief description. A 'Direct link' button is present next to each result. A 'Create file' dialog box is open over the first result, allowing the user to download the citation in MEDLINE/PubMed-style format. The dialog box includes fields for 'Start from result #' (set to 1) and 'Results to include' (set to 10), and buttons for 'Create file' and 'Close'.

PUBLICATION DATE	Count
In 2015	4052
Since 2014	14190
Since 2011 (last 5 years)	64397
Since 2006 (last 10 years)	137246
Since 1996 (last 20 years)	254368

DESCRIPTOR	Count
Elementary Secondary Education	116613
Foreign Countries	85083
Higher Education	76136
Teaching Methods	56441
Secondary Education	53483
Academic Achievement	48266
Elementary Education	46134
High Schools	37956
Educational Change	37910
Student Attitudes	35497

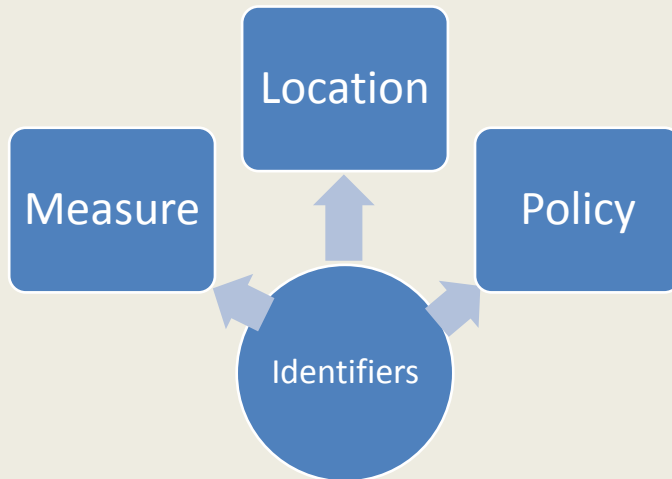
SOURCE	Count
ProQuest LLC	10844
Phi Delta Kappan	3814

• **Restoring Access to ERIC's PDFs:** ERIC hosted a webinar on the ERIC PDF restoration project on September 16, 2014. The presentation addressed why ERIC removed access to full text documents and what process the ERIC team

## Identifiers Field

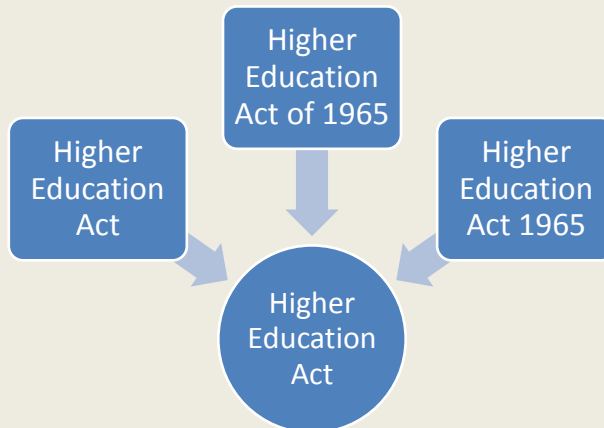
- The identifiers field has information about location, policy, and measures
  - What work has been done in Tennessee on reading? Search '[reading identifier:Tennessee](#)'.
  - What studies have used the FCAT as a measure of achievement? Search '[identifier:"Florida Comprehensive Assessment Test"](#)'
  - Are there any studies that use the Woodcock Johnson assessment in Indiana? Search '[identifier:"Woodcock Johnson Tests of Cognitive Ability" identifier:"Indiana"](#)'

## Improving the identifier field



## Improving the Identifiers Field

- Standardizing Language:



## Thesaurus Update

## Thesaurus Update

- The thesaurus is the backbone of ERIC– it is how we index our content
- ERIC uses a combination of manual and machine-assisted indexing to ensure high quality indexing
- We update the Thesaurus once every 5 years to capture changes in terminology, outdated words, and new concepts

## How we are updating ERIC

- High level of literary warrant (more than 1000 occurrences in ERIC)
- High level of need (user requests and multiple indexer requests)
- Promotes indexing consistency
- Reflects the language of ERIC users
- Brings the Thesaurus into compliance with the ANSI/NISO standard

## Examples of changes

- Adding “Common Core State Standards”
- “Mental retardation” is now “intellectual disability”

## For more information

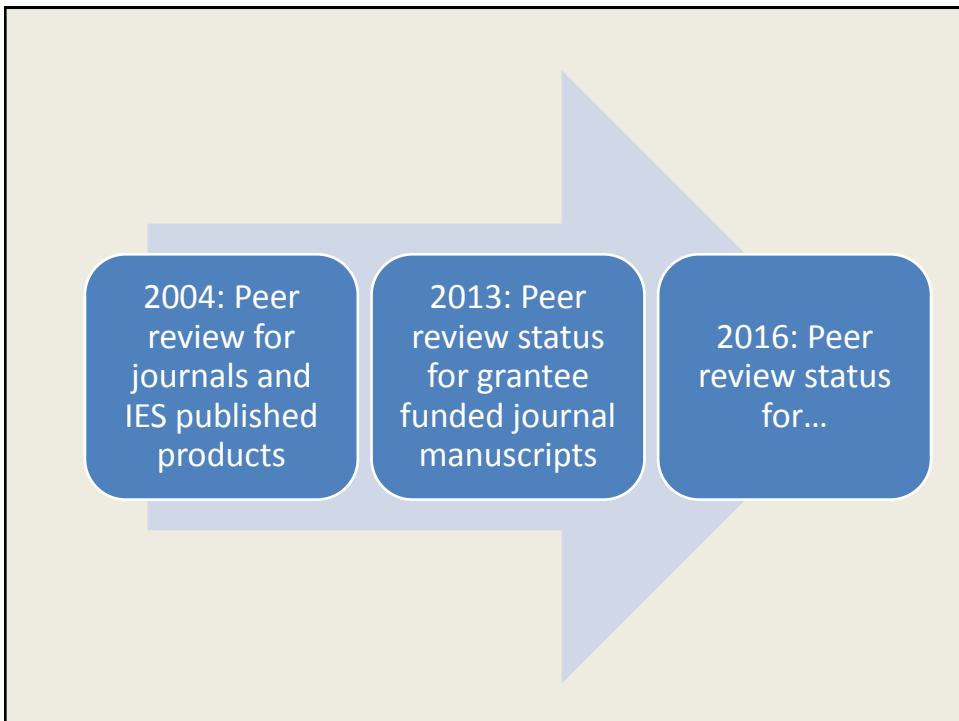
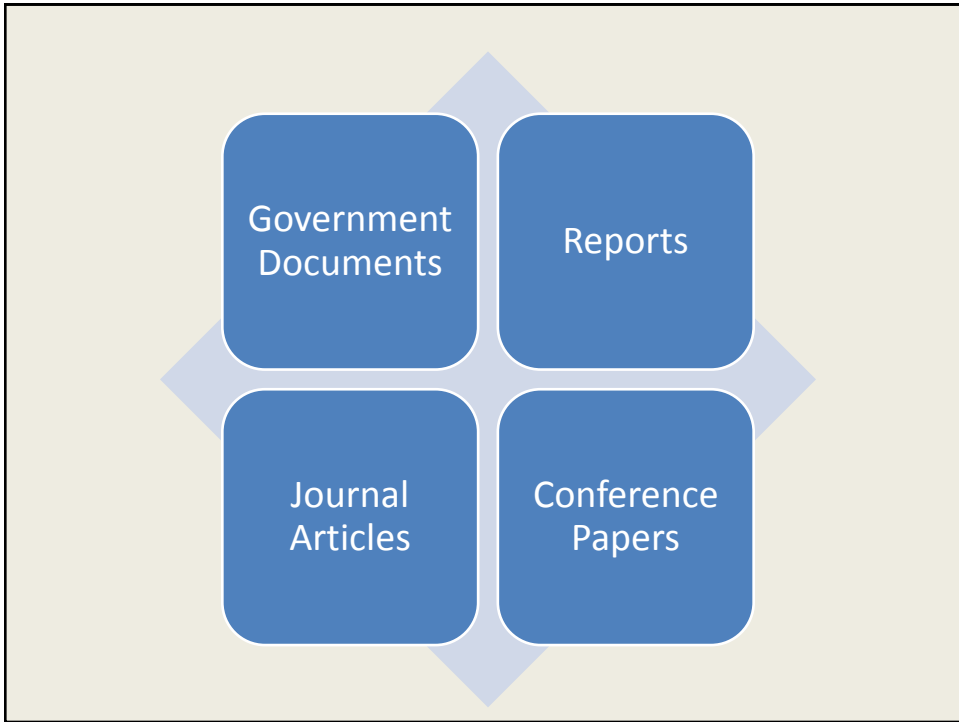
- Download the new thesaurus at:  
<http://eric.ed.gov/?download>
- Watch our webinar on the process at:  
<http://eric.ed.gov/?multimedia>

## Changes to the ERIC Selection Policy

### **Call for Feedback: Proposed Changes to How ERIC Indicates Peer Review**



ERIC proposes to expand the peer-reviewed indicator to additional materials. » [Learn more](#)



H. R. 3801

One Hundred Seventh Congress  
of the  
United States of America

AT THE SECOND SESSION

*Began and held at the City of Washington on Wednesday,  
the twenty-third day of January, two thousand and two*

An Act

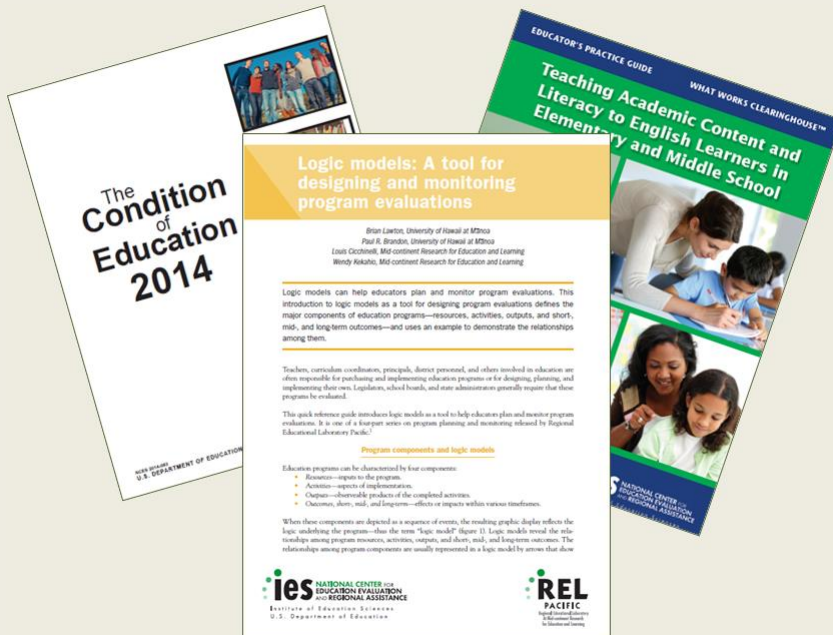
To provide for improvement of Federal education research, statistics, evaluation,  
information, and dissemination, and for other purposes.

*Be it enacted by the Senate and House of Representatives of  
the United States of America in Congress assembled,*

SECTION 1. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

Section 101. Short title.



PUBLICATION TYPE		
Reports - Descriptive	6	
Numerical/Quantitative Data	5	
Reports - Research	4	
Guides - Non-Classroom	2	
Reports - Evaluative	2	
Tests/Questionnaires	2	
Journal Articles	1	

EDUCATION LEVEL		
Secondary Education	9	
High Schools	7	
Elementary Education	6	
Higher Education	4	
Postsecondary Education	4	
Junior High Schools	3	
Middle Schools	3	
Early Childhood Education	2	
Primary Education	2	
Elementary/Secondary Education	1	
<a href="#">More ▾</a>		



  

AUDIENCE		
Practitioners	2	

**[Gender Differences in Science, Technology, Engineering, and Mathematics \(STEM\) Interest, Cr](#)**  
**[Earned, and NAEP Performance in the 12th Grade. Stats in Brief. NCEES 2015-075](#)**  
 Cunningham, Brittany C.; Hoyer, Kathleen Mulvaney; Sparks, Dinah – National Center for Education Statistics, 2015



As technical and scientific innovation continue to drive the global economy, educators, policymakers, and scientists seek to promote students' interest and achievement in the STEM fields to maintain the nation's competitive position (National Academy of Sciences 2006; National Science Board 2007; Pr Council of Advisors on...  
 Descriptors: Gender Differences, STEM Education, National Competency Tests, High School Students

 Peer reviewed  
 [Download full text](#)

**[A Practitioner's Guide to Implementing Early Warning Systems. REL 2015-056](#)**  
 Frazelle, Sarah; Nagel, Aisling – Regional Educational Laboratory Northwest, 2015



To stem the tide of students dropping out, many schools and districts are turning to early warning systems (EWS) that signal whether a student is at risk of not graduating from high school. While some research exists about establishing these systems, there is little information about the actual implementation strategies that are being used across...  
 Descriptors: At Risk Students, Dropouts, Dropout Prevention, Prevention

 Peer reviewed  
 [Download full text](#)

**[Stated Briefly: Participation and Pass Rates for College Preparatory Transition Courses in Kent](#)**  
**[REL 2015-060](#)**  
 Cramer, Eric; Mokher, Christine – Regional Educational Laboratory Appalachia, 2015



This study examines Kentucky high school students' participation and pass rates in college preparatory transition courses, voluntary remedial courses in math and reading offered to grade 12 students. These courses are targeted to students scoring just below the state's college readiness benchmarks on the ACT in grade 11. The study found...  
 Descriptors: College Preparation, College Entrance Examinations, High School Students, Remedial Instruction

 Peer reviewed  
 [Download full text](#)




**[Online Course Use in Iowa and Wisconsin Public High Schools: The Results of Two Statewide Su](#)**  
**[REL 2015-065](#)**  
 Clements, Margaret; Stafford, Erin; Pazzaglia, Angela M.; Jacobs, Pamela – Regional Educational Laboratory Midwest, 2015

As the use of online courses in high schools increases rapidly across the United States, schools are using courses from a multitude of sources to achieve a variety of educational goals. Policies and practices for monitoring student progress and success in online courses are also diverse. Yet few states formally track or re student...  
 Descriptors: Public Schools, High Schools, State Surveys, Online Courses

 Peer reviewed  
 [Download full text](#)

**[Sustaining Effective Practices in the Face of Principal Turnover](#)**  
 Strickland-Cohen, M. Kathleen; McIntosh, Kent; Homer, Robert H. – Grantee Submission, 2014



In the face of principal turnover, a common approach taken by staff is to simply wait until the new school year begins and hope that the new administrator will continue to support current programs. It is our experience that this passive strategy is not as helpful, because there are proactive approaches that are more likely to be successful. The...  
 Descriptors: Principals, Administrative Change, Labor Turnover, Sustainability

 Peer reviewed  
 [Download full text](#)  
 [Direct link](#)

**[Bolstering the Impact of Online Professional Development for Teachers](#)**  
 Reeves, Todd D.; Pedulla, Joseph J. – Grantee Submission, 2013



Online professional development (OPD) for teachers is an increasingly popular and viable alternative to face-to-face professional development. While OPD can be effective, little is known about OPD's design and implementation features that maximize its impact. Using data from a large-scale OPD initiative, this correlational study (N = 1231)...  
 Descriptors: Electronic Learning, Faculty Development, Program Effectiveness, Elementary School Teachers

 Peer reviewed  
 [Download full text](#)

**[Measuring Early Spanish Literacy: Factor Structure and Measurement Invariance of the "Phonological Awareness Literacy Screening for Kindergarteners" in Spanish \("PALS español K"\)](#)**  
 Huang, Francis L.; Ford, Karen L.; Invernizzi, Marcia; Fan, Xitao – Grantee Submission, 2013



We investigated the latent factor structure of the "Phonological Awareness Literacy Screening for Kindergarteners" in Spanish ("PALS español K"). Participants included 690 Spanish-speaking, public-school kindergarteners from five states. Three theoretically-guided factor structures were measured and tested with one half of our...  
 Descriptors: Phonological Awareness, Kindergarten, Screening Tests, Spanish Speaking

 Peer reviewed  
 [Download full text](#)

**[The IMPACT Project: A Model for Studying How Preservice Program Experiences Influence Science Teachers' Beliefs and Practices](#)**  
 Tillotson, John W.; Young, Monica J. – Grantee Submission, 2013

If the true efficacy of preservice programs in the overall development of science teachers is to be accurately assessed, researchers and practitioners must work toward establishing a solid research base that critically examines the linkages between teacher preparation, classroom instruction, and pupil learning, to act as a lens to guide practice...  
 Descriptors: Preservice Teacher Education, Science Teachers, Beliefs, Teacher Education Programs

 Peer reviewed  
 [Download full text](#)





Showing all 8 results

**Linking the 2011 National Assessment of Educational Progress (NAEP) in Reading to the 2011 Progress in International Reading Literacy Study (PIRLS)**

Phillips, Gary W. – American Institutes for Research, 2014

This paper describes a statistical linking between the 2011 National Assessment of Educational Progress (NAEP) in Grade 4 reading and the 2011 Progress in International Reading Literacy Study (PIRLS) in Grade 4 reading. The primary purpose of the linking study is to obtain a statistical comparison between NAEP (a national assessment) and PIRLS (an...

Descriptors: National Competency Tests, Reading Achievement, Comparative Analysis, Measures (Individuals)



 Peer reviewed  
 Download full text

**Study of the Feasibility of a NAEP Mathematics Accessible Block Alternative**

DeStefano, Lizanne; Johnson, Jeremiah – American Institutes for Research, 2013

This paper describes one of the first efforts by the National Assessment of Educational Progress (NAEP) to improve measurement at the lower end of the distribution, including measurement for students with disabilities (SD) and English language learners (ELLs). One way to improve measurement at the lower end is to introduce one or more...

Descriptors: National Competency Tests, Measures (Individuals), Disabilities, English Language Learners



 Peer reviewed  
 Download full text

**A Validity Study of the NAEP Full Population Estimates**

Hedges, Larry V.; Bandeira de Mello, Victor – American Institutes for Research, 2013

In early 2001, to support an internal evaluation of the impact of changing exclusion rates on reports of statistically significant gains across states, the National Center for Education Statistics (NCES) sponsored research on imputation procedures of National Assessment of Educational Progress (NAEP) scores for the excluded students and provided...

Descriptors: National Competency Tests, Test Validity, Inclusion, Statistical Significance



 Peer reviewed  
 Download full text

**Examining the Content and Context of the Common Core State Standards: A First Look at Implications for the National Assessment of Educational Progress**

Stancavage, Frances B., Ed.; Bohmstedt, George W., Ed. – American Institutes for Research, 2013

Since its inception more than four decades ago, the National Assessment of Educational Progress (NAEP) has served as a key indicator of what the nation's students know and can do in academic subjects. NAEP assessments provide a mechanism for putting the achievements of students in all states on a common scale; the assessments also serve as...

Descriptors: National Competency Tests, State Standards, Academic Standards, Academic Achievement

 Peer reviewed  
 Download full text

**Australian Teacher Education Association**  
**Annual Conference Proceedings Archive**



Please cite this paper as:

Parkes, R. J., & Griffiths, T. G. (2009). *Comparative education, border pedagogy, and teacher education in an age of internationalisation*. Refereed paper presented at 'Teacher education crossing borders: Cultures, contexts, communities and curriculum' the annual conference of the Australian Teacher Education Association (ATEA), Albury, 28 June – 1 July.

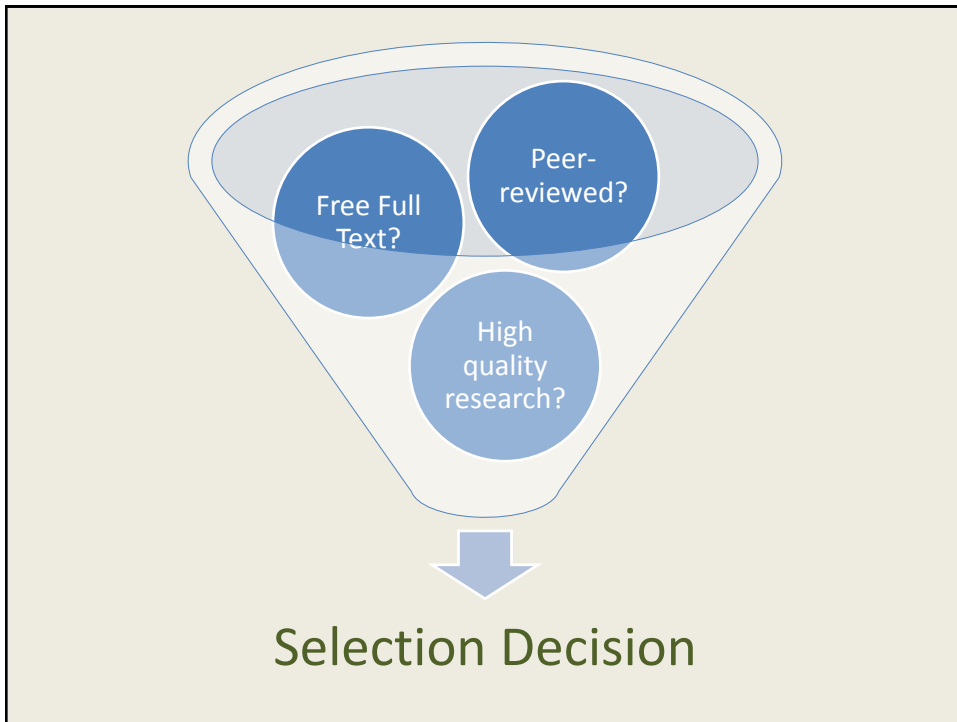
Published by: Australian Teacher Education Association  
State: <http://www.atea.edu.au/ConfPapers/2009/Refereed/Parkes&Griffiths.pdf>

Review Status:  Refereed – Abstract and Full Paper blind peer reviewed.  
 Non-Refereed – Abstract Only reviewed.

**Peer Review Refereeing Process:**

The conference committee for the annual conference of the Australian Teacher Education Association (ATEA) facilitates the review of all papers for admission to the conference. Abstracts for all papers presented are reviewed by the organising committee as to suitability for presentation as research at the annual conference, but full paper refereeing is optional. Only papers actually presented at the conference are published on the ATEA website.

Refereed papers were subject to a thorough and anonymous peer review process that involved a blind review of the research publication in its entirety by independent qualified experts from



## Proposed Changes

ERIC recognizes the following types of peer review:

- *Blind, or Anonymous Peer Review* – Content is reviewed by external reviewers and the author's identity is unknown to the reviewer. A double-blind peer review process is where both the reviewer and the author remain anonymous throughout the process.
- *Expert Peer Review* – Content is reviewed by internal or external reviewers, and the author's identity may or may not be known to the reviewer.

A peer review process employing at least two reviewers with scholarly affiliation is preferred. Internal, editorial reviews are not recognized by ERIC as an accepted type of peer review.

## Proposed Changes for Approved Sources

- For journals, the peer review designation is determined at the journal level and applied to all ERIC records created for the source.
- For non-journal publishers, the peer review designation may be assigned to ERIC records for all of their content, or to records created for a specific series or type of publication (e.g. conference papers).

## Proposed Changes to the Selection Policy

### **Proposed ERIC Peer Review Policy**

*ERIC accepts peer-reviewed and non-peer-reviewed material for indexing. The indicator of peer review is assigned to ERIC records if the journal and non-journal content is determined to have been peer reviewed.*

*ERIC recognizes the following types of peer review:*

- **Blind or Anonymous Peer Review** – Content is reviewed by external reviewers and the author's identity is unknown to the reviewer. A double-blind peer review process is where both the reviewer and the author remain anonymous throughout the process.
- **Expert Peer Review** – Content is reviewed by internal or external reviewers, and the author's identity may or may not be known to the reviewer.

*A peer review process employing at least two reviewers with scholarly affiliation is preferred. Internal, editorial reviews are not recognized by ERIC as an accepted type of peer review.*

### **Content from sources under agreement:**

*To determine if content published by an approved source is peer reviewed, ERIC will research the publisher's website to consider their peer review policies and processes. If this information is found, the peer review designation will be automatically assigned to the ERIC records. If not, the publisher may complete an application form documenting their process.*

- For journals, the peer review designation is determined at the journal level and applied to all ERIC records created for the source.
- For non-journal publishers, the peer review designation may be assigned to ERIC records for all of their content, or to records created for a specific series or type of publication (e.g. conference papers).

### **Content acquired from individuals via the ERIC Online Submission System:**

*A federal grantee or contractor may submit peer-reviewed work that was supported by federal funding and peer-reviewed. The peer review may be conducted as part of a journal submission or, for non-journal sources, through an external process. Contractors and grantees should indicate during submission that the content has been peer reviewed.*

*Content that was not supported by federal sources may only be marked as peer reviewed if evidence is provided that the material is from a peer-reviewed source. This will be demonstrated by submitting a URL to the publisher's page outlining the peer review process.*

## What is the impact?

- Approximately 100 new records marked as peer-reviewed
- Peer reviewed grey literature would appear in search results as well as journal records
- Elevate the status of grey literature

ERIC Topic Pages

# Topic pages

- We have been working on 15 topic pages on a wide variety of education issues. They contain:
  - Wikipedia style overview on the topic, written by subject matter experts, with links to ERIC articles as citations
  - Link to key Thesaurus terms
  - Suggested resources in the ERIC collection for more information

# Topic Pages

The screenshot shows the ERIC website interface. At the top left is the ERIC logo. Below it is a navigation menu with 'ERIC Topics' selected. The main content area is titled 'Preschool Programs Types and Perspectives'. It includes a search bar, a 'Collection' dropdown, and a 'Thesaurus' dropdown. Below the search bar are checkboxes for 'Peer reviewed only' and 'Full text available on ERIC'. The main text provides an overview of preschool programs, discussing their structures, types, and perspectives. It mentions that programs vary in location, length, affiliation, and characteristics. It also notes that programs vary in their perspectives on child development and early learning, with some focusing on academic skills and others on social and emotional development. A 'Selected Resources' section lists several articles, including 'Comparing Universal and Targeted Pre-Kindergarten Programs: Research Brief', 'Two-Generation Programs in the Twenty-First Century', 'Playful Learning and Montessori Education', 'Universal Design for Learning: Cognitive Theory into Practice for Facilitating Comprehension in Early Literacy', and 'Instructional Practices in Los Angeles Universal Preschool'.

## Restoring microfiche

- We are re-digitizing microfiche that is of high value to users
- This process will be an ongoing effort over many years
- We are prioritizing documents by need and ease to re-digitize

## Questions?

**Erin Pollard**

ERIC Project Officer

[Erin.Pollard@ed.gov](mailto:Erin.Pollard@ed.gov)