

Town Hall Meeting– Proposed Changes to ERIC’s Peer Review Policy

SEPTEMBER 15, 2015

2:00-3:00 P.M.



Welcome/Housekeeping

- Muting
- Questions/comments – Use Chat
- Polling
- Slides/archived webinar – [ERIC Multimedia Page](#)

Poll #1: What is your role?

- Please answer the poll that appears on the right of your screen.
- Please be sure to hit “Submit” to lock in your answer.

Presenters

Erin Pollard, ERIC Project Officer
Institute of Education Sciences

Fern Frusti, ERIC Collection Development Lead
AEM Team

Poll #2: What version of ERIC do you use?

- Please answer the poll that appears on the right of your screen.
- Please be sure to hit “Submit” to lock in your answer.

Agenda

- Welcome and Background
- Why Consider a Change?
- Proposed Policy
- What's the Impact?
- Summary of Community Feedback
- Q&A

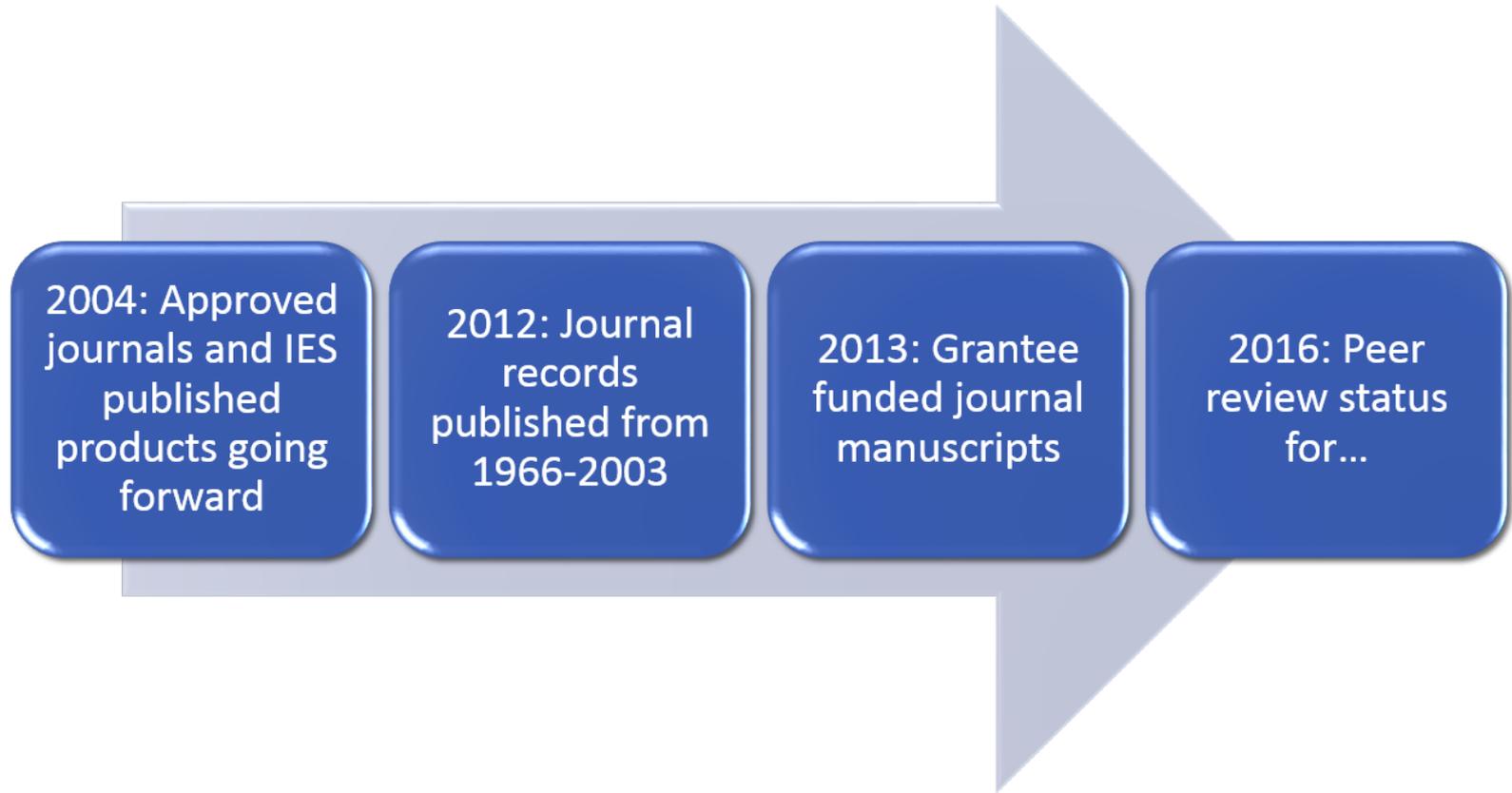
Background - ERIC Selection Policy

- States broad collection goals
- Defines the standards and criteria required of approved sources and individual materials in the ERIC digital library
- Communicates policy and process to staff, users, and publishers
- “Criteria: Peer Review” defines how the status is determined for approved sources and individual user submissions
- Available at *<http://eric.ed.gov/?selection>*

Types of Content in ERIC



Timeline of the Peer-Review Indicator on ERIC Records



Why Consider a Change?

- ERIC seeks to provide complete and accurate information on each record
- In addition to IES and IES funded centers and individuals, ERIC indexes other high-quality grey literature that has gone through a peer-review process

Peer-Reviewed IES Publications

The Condition of Education 2014

NCES 2014-082
U.S. DEPARTMENT OF EDUCATION

Logic models: A tool for designing and monitoring program evaluations

Brian Lawton, University of Hawaii at Mānoa
Paul R. Brandon, University of Hawaii at Mānoa
Louis Cicchinelli, Mid-continent Research for Education and Learning
Wendy Kekahia, Mid-continent Research for Education and Learning

Logic models can help educators plan and monitor program evaluations. This introduction to logic models as a tool for designing program evaluations defines the major components of education programs—resources, activities, outputs, and short-, mid-, and long-term outcomes—and uses an example to demonstrate the relationships among them.

Teachers, curriculum coordinators, principals, district personnel, and others involved in education are often responsible for purchasing and implementing education programs or for designing, planning, and implementing their own. Legislators, school boards, and state administrators generally require that these programs be evaluated.

This quick reference guide introduces logic models as a tool to help educators plan and monitor program evaluations. It is one of a four-part series on program planning and monitoring released by Regional Educational Laboratory Pacific.¹

Program components and logic models

Education programs can be characterized by four components:

- Resources—inputs to the program.
- Activities—aspects of implementation.
- Outputs—observable products of the completed activities.
- Outcomes, short-, mid-, and long-term—effects or impacts within various timeframes.

When these components are depicted as a sequence of events, the resulting graphic display reflects the logic underlying the program—thus the term “logic model” (figure 1). Logic models reveal the relationships among program resources, activities, outputs, and short-, mid-, and long-term outcomes. The relationships among program components are usually represented in a logic model by arrows that show

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EDUCATOR'S PRACTICE GUIDE

WHAT WORKS CLEARINGHOUSE™

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School



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IES Publications in ERIC

[Recognizing and Conducting Opportunistic Experiments in Education: A Guide for Policymakers and Researchers. REL 2014-037](#)

Resch, Alexandra; Berk, Jillian; Akers, Lauren – National Center for Education Evaluation and Regional Assistance, 2014

An opportunistic experiment is a type of randomized controlled trial that studies the effects of a planned intervention or policy change with minimal added disruption and cost. This guide defines opportunistic experiments and provides examples, discusses issues to consider when identifying potential opportunistic experiments, and outlines the...

Descriptors: Educational Experiments, Educational Research, Intervention, Educational Policy



Peer reviewed



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[Understanding Variation in Treatment Effects in Education Impact Evaluations: An Overview of Quantitative Methods. NCEE 2014-4017](#)

Schochet, Peter Z.; Puma, Mike; Deke, John – National Center for Education Evaluation and Regional Assistance, 2014

This report summarizes the complex research literature on quantitative methods for assessing how impacts of educational interventions on instructional practices and student learning differ across students, educators, and schools. It also provides technical guidance about the use and interpretation of these methods. The research topics addressed...

Descriptors: Statistical Analysis, Evaluation Methods, Educational Research, Intervention



Peer reviewed



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[Case Studies of Schools Receiving School Improvement Grants: Findings after the First Year of Implementation. NCEE 2014-4015](#)

Le Floch, Kerstin Carlson; Birman, Beatrice; O'Day, Jennifer; Hurlburt, Steven; Mercado-Garcia, Diana; Goff, Rose; Manship, Karen; Brown, Seth; Therriault, Susan Bowles; Rosenberg, Linda; Angus, Megan Hague; Hulsey, Lara – National Center for Education Evaluation and Regional Assistance, 2014

The Study of School Turnaround examines the improvement process in a purposive sample of 35 case study schools receiving federal School Improvement Grants (SIG) over a three-year period (2010-11 to 2012-13 school years). Using site visit, teacher



Peer reviewed



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IES Grantee Submissions in ERIC

[How Ready Are Postsecondary Institutions for Students Who Are d/Deaf or Hard-of-Hearing?](#)

Cawthon, Stephanie W.; Schoffstall, Sarah J.; Garberoglio, Carrie Lou – Grantee Submission, 2014

Educational policy in the United States is increasingly focused on the need for individuals to be academically ready for postsecondary education experiences. The focus of these initiatives, however, centers primarily on individuals and their competencies and characteristics, and not on the capacities of postsecondary institutions to serve them....

Descriptors: Deafness, Hearing Impairments, Postsecondary Education, College Readiness

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[Sustaining Effective Practices in the Face of Principal Turnover](#)

Strickland-Cohen, M. Kathleen; McIntosh, Kent; Horner, 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
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[DORA-II Technical Adequacy Brief: Measuring the Process and Outcomes of Team Problem Solving](#)

Algozzine, Bob; Horner, Robert H.; Todd, Anne W.; Newton, J. Stephen; Algozzine, Kate; Cusumano, Dale – Grantee Submission, 2014

School teams regularly meet to review academic and social problems of individual students, groups of students, or their school in general. While the need for problem solving and recommendations for how to do it are widely documented, there is very limited evidence reflecting the extent to which teams effectively engage in a systematic or effective...

Descriptors: Problem Solving, Teamwork, Program Validation, Evaluation Methods

 Peer reviewed
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[Neurofeedback as an Intervention to Improve Reading Achievement in Students with Attention Deficit Hyperactivity Disorder, Inattentive Subtype](#)

La Marca, Jeffrey Peter – Grantee Submission, 2014

Attention deficit disorders are among the most prevalent and widely studied of all psychiatric disorders. The National Center for Health Statistics reports that 9.0% of children (12.3% of boys and 5.5% of girls) between ages 5 to 17 have been diagnosed with ADHD. Research consistently demonstrates that attention deficits have a deleterious effect...

Descriptors: Biofeedback, Brain, Intervention, Reading Achievement

 Peer reviewed
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IES Funded Work

[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



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[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



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[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



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Peer-Reviewed Content from Other Grey Literature Sources

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 (ATEA)

Stable URL: <http://atea.edu.au/ConfPapers/2009/Refereed/Parkes&Griffiths.pdf>

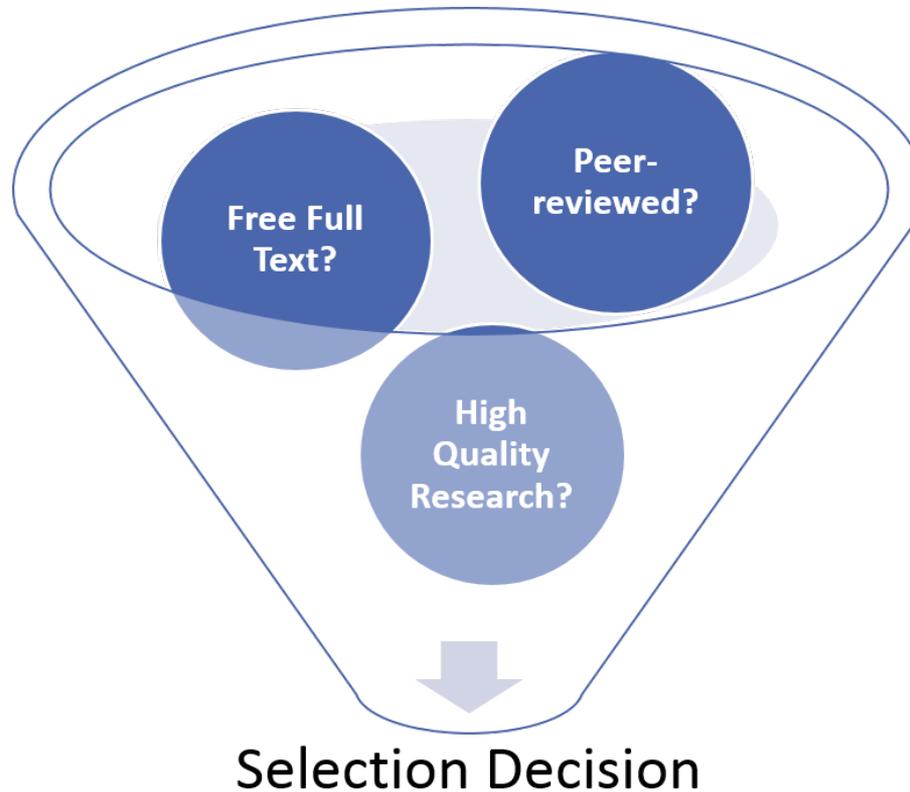
Review Status:

- 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.

Setting Priorities



Definition of Peer Review in Proposed Policy

Defines the types of peer review ERIC accepts for this indicator:

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.

Impact of Proposed Changes on the Collection

Expands the possibility of a peer-review indicator to grey literature content other than IES published products and defines a process to determine the peer review status:

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 publications (e.g. conference papers).*

Impact of Proposed Changes on Online Submissions

Applies the proposed policy to content acquired from individuals via the ERIC Online Submission System:

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

Non-grantee content 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.

Click “Learn more”



Collection **Thesaurus**

Search education resources [Advanced Search Tips](#)

Peer reviewed only Full text available on ERIC

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



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

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

Poll #3: Are you in favor of the proposed change?

- Please answer the poll that appears on the right of your screen.
- Please be sure to hit “Submit” to lock in your answer.

Call for Feedback

- Call for feedback on the proposed policy
 - Posted on the ERIC website
 - Announced via ERIC Newsflash and social media
 - Publicized at major library conferences this spring
- In response ERIC received 27 emails:
 - 23 in favor of the policy
 - 4 expressed concerns
- Who responded?
 - Researchers
 - Professors
 - Academic Librarians
 - Others (Publishers, Curriculum Supervisors, Undetermined)

A Welcome Change

“I am pleased to see that you are suggesting these changes to grey literature in ERIC -- this is a welcome policy shift!”

“Excellent job with the proposed changes to the ERIC peer review identification policy. This is a much-needed change that is long overdue.”

“Scholars often find conference papers and presentations indexed in our databases, but unless we are familiar with the conference, the quality is difficult to assess. Thank you for this useful initiative!”

Beneficial to Know that Grey Literature is Peer Reviewed

“Most definitely revise the ERIC Peer Review Policy. . . It is very beneficial to my research. Peer reviewed conference papers, specifically those from the American Education Research Association, are very important to fields of inquiry that change quickly. My current example is state academic accountability for schools. State accountability is changing so quickly, I need the most current research available. It is often conference papers. Professional associations like AERA use a rigorous peer review system. Such literature should be considered peer-reviewed.”

“I’ve seen conference papers, depending on the conference, [that are] very poorly done.”

Poll #4: Would it be helpful to know if a conference paper has been peer reviewed?

- Please answer the poll that appears on the right of your screen.
- Please be sure to hit “Submit” to lock in your answer.

The Policy Will Challenge Current Perceptions

“Whenever I talk to a class about doing research at [my university] I always include a discussion about the peer review process and try and include the professor in those discussions. Every time the professor, no matter which professor it is, describes grey literature as not being peer reviewed. . . I noticed that the APA’s database of grey literature, PsycEXTRA, removes the “peer reviewed only” option when searching that database.

I believe that many grey literature publications are rigorously peer reviewed so ultimately I am in favor of your proposed policy. . . But I do think it will challenge some researcher’s perceptions of what is peer reviewed. Perhaps this is a good thing.”

Poll #5: Do you believe the peer-review process is different for grey literature than it is for journals?

- Please answer the poll that appears on the right of your screen.
- Please be sure to hit “Submit” to lock in your answer.

Concerns About the Change

- “Why would I care if an organization’s internal report is peer-reviewed? . . . It seems as if [ERIC wants] to promote a subset of this literature as being more valuable. The notion is laudable, but using peer review as the criterion seems dubious.”

Give Equitable Treatment to the Public in Online Submission

“We may want to change the policy to be that authors revise their work based on peer review. Otherwise it is a low bar and we may get a lot of shlock. Why are we treating grantees and contractors differently than the public in the online submission system?”

Poll #6: Should reports from organizations that have a peer-review process be flagged as peer reviewed?

- Please answer the poll that appears on the right of your screen.
- Please be sure to hit “Submit” to lock in your answer.

Concerns About Student Needs

- Students need the ability to limit search results to peer-reviewed journal articles only, or be able to differentiate journal from non-journal materials.
 - Many professors require students to use peer-reviewed journal articles for their research papers.
 - ERIC should “clearly separate out the different types of sources you are determining are peer reviewed. If not, ERIC is not as useful as it was previously. It has moved to a generalized view of all scholarly sources.”
 - Do not add the indicator. “Students are already confused about scholarly materials.” This would only confuse them more.

Poll #7: Do you believe that this change will lead to user confusion, especially among students?

- Please answer the poll that appears on the right of your screen.
- Please be sure to hit “Submit” to lock in your answer.

Summary of the Call for Feedback

- In favor of proposed Peer Review Policy update (23)
 - A welcome change
 - Beneficial to know that grey literature is peer reviewed
 - The policy change will challenge current perceptions
- Concerns about the change (4)
 - Not sure the indicator adds value for grey literature
 - Give equitable treatment to the public in online submission
 - Concerns about student needs

What Do You Think?

Please let us know using the Chat feature!

Q&A

- Continue to use Chat to ask questions or to provide additional feedback
- For questions and to give feedback following the webinar, send an email to ERICRequests@ed.gov

Poll #8: Given what we've discussed, do you agree with the proposed change?

- Please answer the poll that appears on the right of your screen.
- Please be sure to hit “Submit” to lock in your answer.

Next Steps

- Meet with the ERIC Collection Advisory Group
- Consider all feedback
- Post an updated Peer Review Policy – tentative date of January 2016

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