

ERIC Annual Update



Hello everyone. I am Erin Pollard, the project officer for ERIC in the US Department of Education. This video is a copy of the presentation that I gave at the 2015 American Library Association and Special Library Association conferences.

Overview

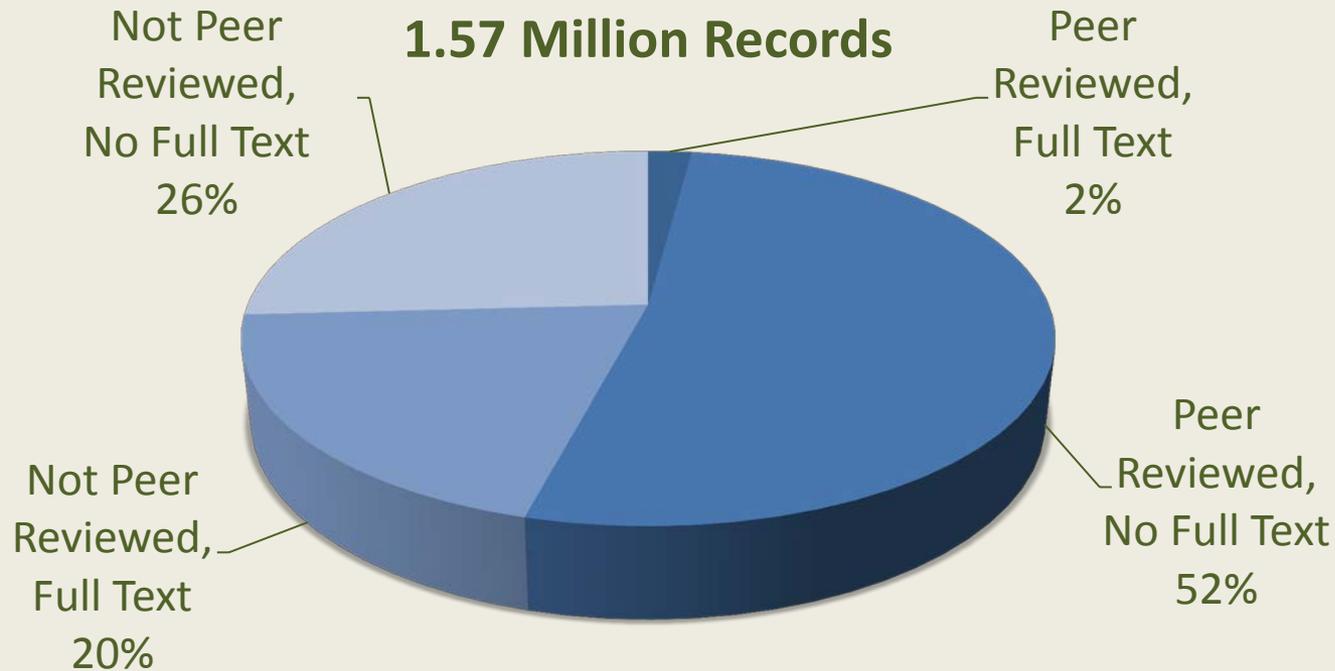
- Major accomplishments in 2014-2015
- Thesaurus Update
- Changes to the Selection Policy
- New ERIC Topic Pages
- Q&A

The plan for this presentation is to discuss major achievements that we have made in the past year and then focus on big initiatives that we are working on going forward.

About ERIC

To begin, I want to give a brief overview about ERIC.

About ERIC



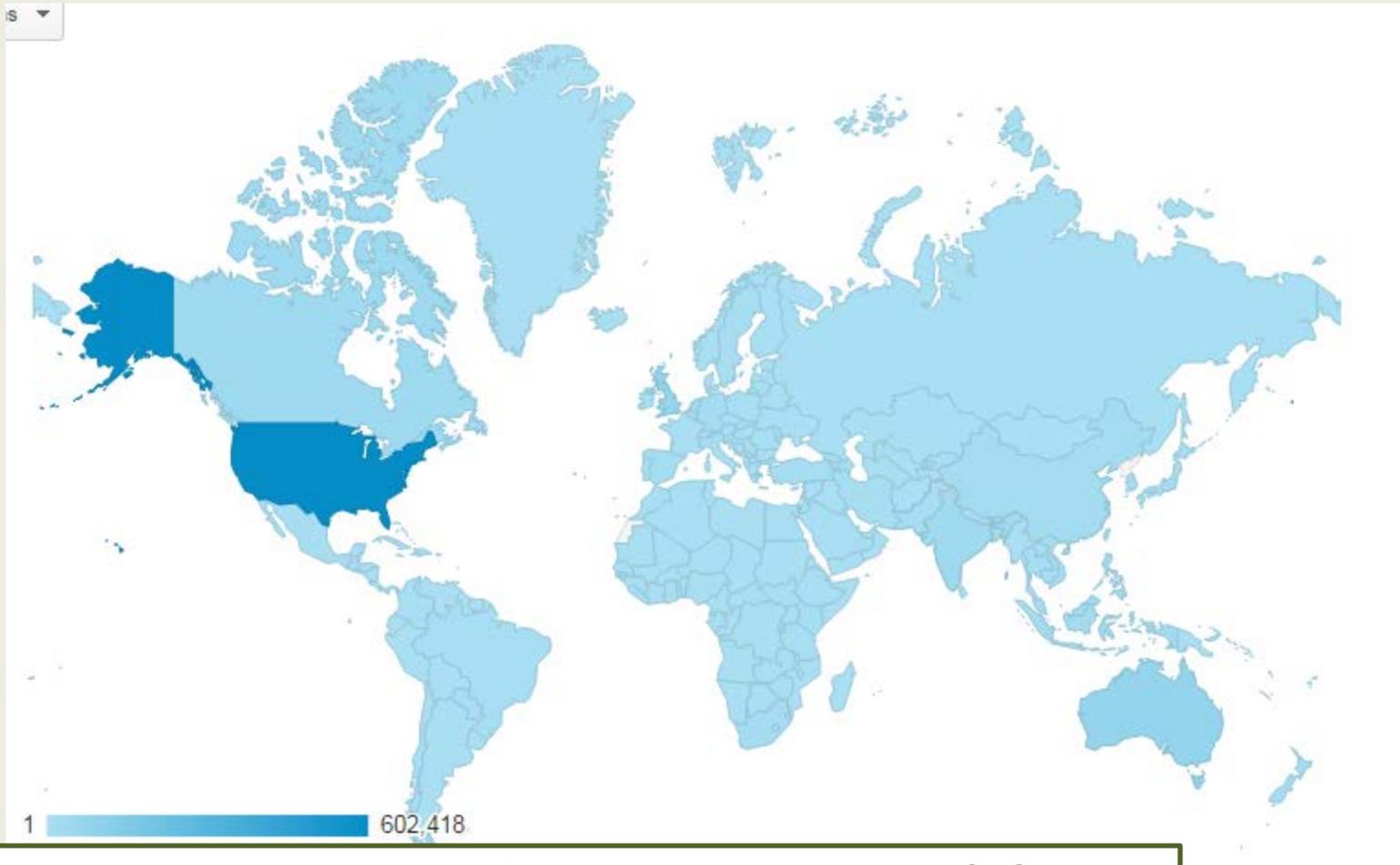
ERIC has 1.57 million records. Currently, about half the records are peer reviewed and do not have full text available. These are mainly journal citations from well known publishers. Then, about a quarter of our collection is not peer reviewed and does not allow us to display the full text. These are largely historical documents that are not digitized, as well as organization's reports and conference papers. One-fifth of our collection is not peer reviewed, but does allow us to display the full text and then 2% of our collection is peer reviewed and allows us to display the full text. For those of you who have heard previous year's presentations, you will know that this is an area of the collection we are working very hard to build.

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

In a given day, we typically have over one hundred thousand page views. In a typical month, we will have a half a million full text documents downloaded. Additionally, we add about 4000 new records into ERIC every month.

ERIC's Users



While ERIC is designed to be a US based resource, about half of our users are based outside of the US. In a typical month we see users from every country in the world.

Key ERIC Users

Academics

- Librarians
- Students
- Researchers

Educators

- Teachers
- Principals

General Public

- Parents
- Community Members

Policymakers

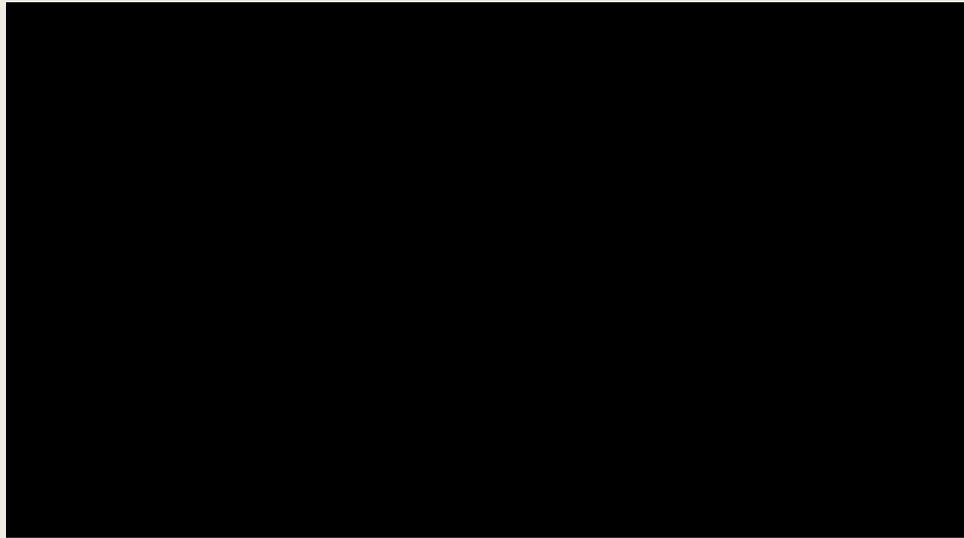
- Boards of Education
- Elected Officials and their staffs

When we think about our users, we think of four distinct groups with four different sets of needs. The first audience is academics. These are defined as librarians, students, researchers, and faculty that are based in a college or university. This user group often needs high quality research and has access to subscription databases where they can get full text articles. The second audience group is educators. This audience typically has little to no access to subscription databases, but still needs access to high quality research that can inform practice. The third group is the general public. These are parents and community members that are often looking for more general, easy to understand resources and rarely have access to full text databases. Finally, we serve policymakers, such as boards of education or legislators. These individuals need information quickly and are often looking for the full text.

ERIC Search

Next, I want to discuss the ERIC search and how our search engine is different from other search engines you may use.

See our video



We produced this video and I think it is an excellent summary of how to search ERIC. I highly recommend that you refer users to this video if they have any questions. (link to <https://www.youtube.com/watch?v=WkUxARnUHn4>)

ERIC Online Submission

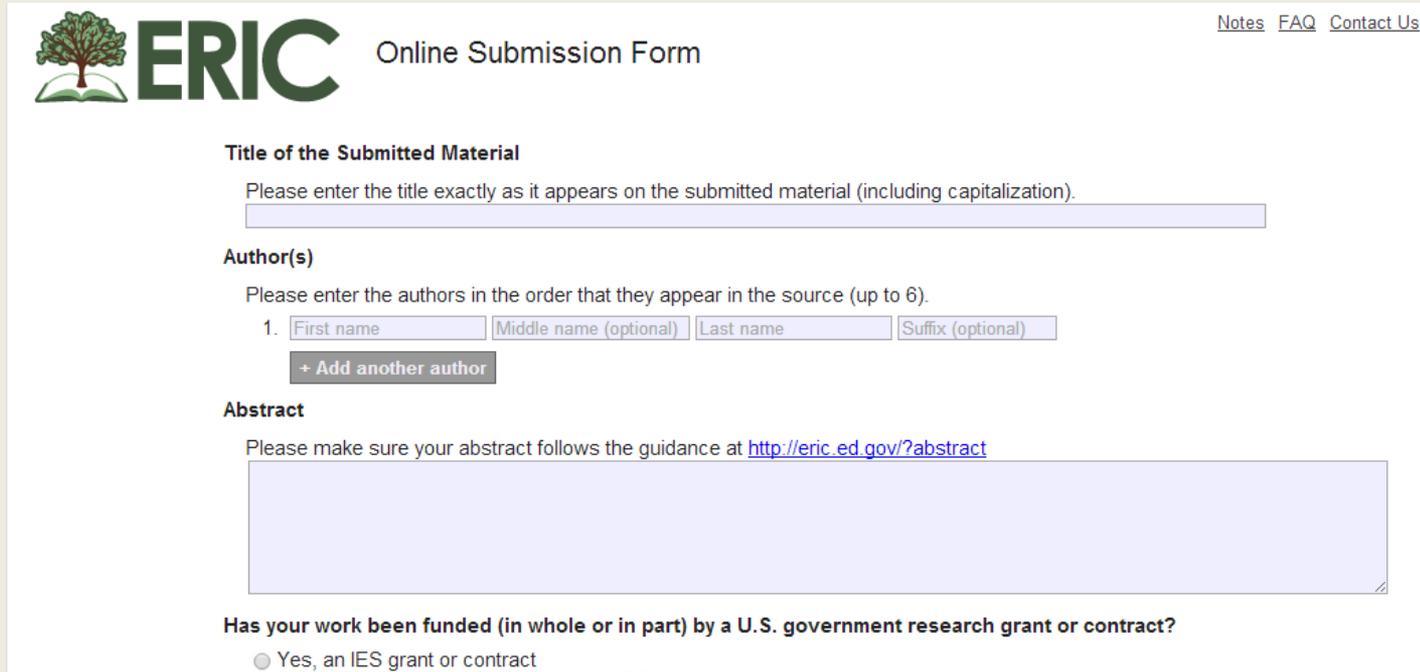
Now we are going to talk about online submission.

Online Submission System

- The Online Submission System launched in August 2014
- 232 submissions have been published– 45 of them as part of the Public Access policy

We launched the online submission system about a year ago. As of today, we have published 232 user submissions.

ERIC Online Submission



The image shows a screenshot of the ERIC Online Submission Form. At the top left is the ERIC logo, which consists of a tree icon and the word "ERIC" in large, bold, green letters. To the right of the logo is the text "Online Submission Form". In the top right corner, there are three links: "Notes", "FAQ", and "Contact Us". The form itself is white with a light blue border. It has several sections: "Title of the Submitted Material" with a text input field; "Author(s)" with a list of input fields for first, middle, last, and suffix names, and a "+ Add another author" button; "Abstract" with a large text area and a link to a guidance page; and a question "Has your work been funded (in whole or in part) by a U.S. government research grant or contract?" with a radio button for "Yes, an IES grant or contract".

ERIC Online Submission Form [Notes](#) [FAQ](#) [Contact Us](#)

Title of the Submitted Material
Please enter the title exactly as it appears on the submitted material (including capitalization).

Author(s)
Please enter the authors in the order that they appear in the source (up to 6).

1. First name Middle name (optional) Last name Suffix (optional)

Abstract
Please make sure your abstract follows the guidance at <http://eric.ed.gov/?abstract>

Has your work been funded (in whole or in part) by a U.S. government research grant or contract?
 Yes, an IES grant or contract

Users have found the online submission form to be really easy to use. If you have not explored the form, please be sure to click on the “submit” link at the bottom of any ERIC page for more information. Additionally, if you have faculty members or students looking to submit work, I highly recommend the short video we link to on the submission home page as well as on our multimedia page. It will answer many of their questions and will help ensure a smooth submission process.

[f/policy.pdf](#)

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
- If you have suggestions for new sources, please email us at ERICRequests@ed.gov

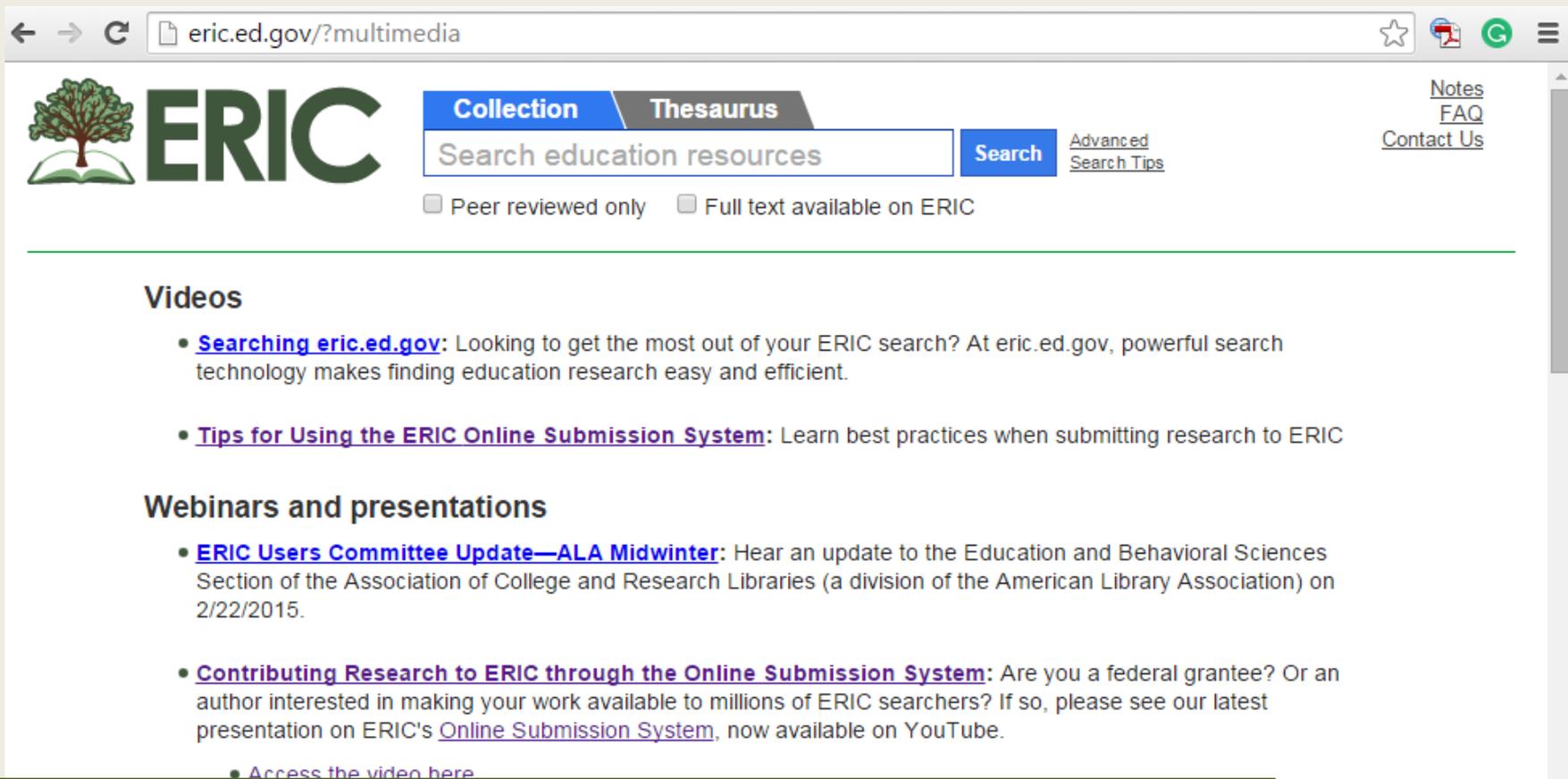
This year we have been working a great deal on adding new sources to ERIC. We have conducted two source reviews—one in November and one in May. Many of the new journals that we added are peer-reviewed and allow us to display their full text. We are prioritizing this content because it is what our users are asking for. However, we want to hear from you. Please email us any suggestions you have for new sources.

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

Next, we are working to add more full text to our collection. Specifically, we are negotiating with publishers to allow us to display their full text either immediately or after an embargo. So while we may not be adding a lot of 2015 full text, we are making great strides to add 2013 and 2014 full text, which we feel is valuable.

Videos and Webinars



The screenshot shows the ERIC website's multimedia page. The browser address bar displays "eric.ed.gov/?multimedia". The ERIC logo is on the left, with "Collection" and "Thesaurus" tabs. A search bar contains the text "Search education resources" and a "Search" button. To the right of the search bar are links for "Advanced Search Tips", "Notes", "FAQ", and "Contact Us". Below the search bar are two checkboxes: "Peer reviewed only" and "Full text available on ERIC".

Videos

- [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

Webinars and presentations

- [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](#)

As I have alluded to earlier, we have really started to use videos and webinars as a way to communicate with our users. We find this to be a great way to explain our policies and procedures, changes we are making, and how to search ERIC. To find the archived version of our webinars, as well as our videos, please visit our multimedia page.

by working

September 16,
ERIC team

Save and Export Searches

eric.ed.gov/?q=school

ERIC

Collection Thesaurus

school Search [Advanced Search Tips](#)

[Notes](#)
[FAQ](#)
[Contact Us](#)

Peer reviewed only Full text available on ERIC

Showing 1 to 15 of 592,338 results [Save](#) | [Export](#)

PUBLICATION DATE

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

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

Competition for Students in a Local School District
Chisesi, Lawrence J. – Journal of School Choice, 2015
I study how competition played out between elementary schools in a district. When the school board approved new schools without...
faced with declining catchment populations responded. Some...
altering programming away from the standard district curriculum...
Descriptors: Competition, Elementary Schools, School Districts, School Choice

The Effect of School Inspections on School Improvement
Gaertner, Holger; Wurster, Sebastian; Pant, Hans Anand – School Effectiveness and School Improvement, 2014
This study uses a school-level longitudinal control-group design to examine how teachers and principals of inspected versus uninspected schools perceive school improvement at their schools. During the phasing in of school inspections in the states of Berlin and Brandenburg (Germany), both inspected and uninspected schools were surveyed with...
Descriptors: Foreign Countries, Inspection, Educational Improvement, Longitudinal Studies

Create a file for use with citation management software, in a [MEDLINE/PubMed-style \(.nbib\)](#) format.

Start from result #

Results to include

Peer reviewed Direct link

[Receiving School](#)

Peer reviewed Direct link

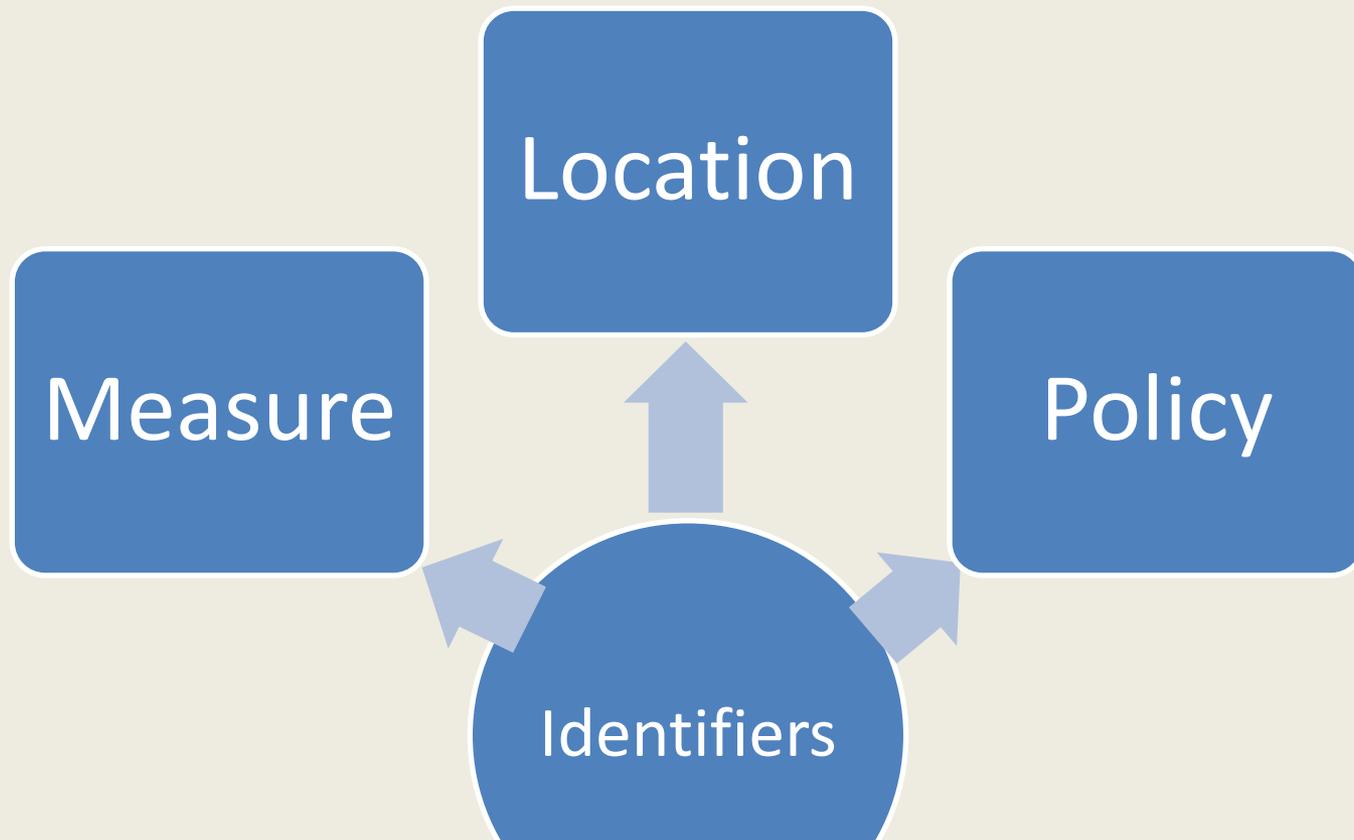
One exciting user request that we were able to fulfil was the ability to save and export searches. You will notice that this ability now appears at the top of every ERIC search. The way we export our citations is based on Dialog code and uses the same format that PubMed uses. Therefore, this should work with all citation management systems.

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](#)

Next, we have some exciting work we are doing with the identifiers field. This long lost treasure trove of information has information about location—such as state or country, measures—such as tests and assessments, and policies—such as No Child Left Behind.

Improving the identifier field



Currently, all of this information is in one field that we just made searchable. However, in the next year we are going to break apart this field into separate fields to make it more searchable. We think these fields will be a huge use for researchers.

Thesaurus Update

Switching gears, I am now going to talk about activities in progress.
First, I am going to talk about the 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

The thesaurus is the backbone of ERIC. We use it to index our content. We update the Thesaurus every 5 years to capture changes in the 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

We make changes if there is a high level of literary warrant, a high level of need, if it promotes indexing current, reflects the language of our users, and brings our Thesaurus into compliance with NISO standards.

Examples of changes

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

To give you an example of the types of changes that we are making, we are adding terms like “Common Core State Standards”. We are also updating terms such as “mental retardation” and now will be using “intellectual disability”

For more information

- Webinar on July 16th at 2pm
- For registration information, sign up for our newsflash

For a lot more information about this, please sign up for our webinar on July 16th. We will be sending out the registration link in our newsflash and we will make sure it is sent out on the EBSS listserv.

IES Public Access Policy

Now, we are going to discuss the IES public access policy.

A government-wide initiative to increase access to the results of federally funded scientific research publications and data

- Some percentage of research indexed in ERIC has been funded, in whole or in part, by grants from government agencies
- Publishers add value through peer-review, editorial oversight, and dissemination
- But currently that research sits behind a paywall
- As required agencies are developing plans for free access, preservation, search, retrieval, and analysis to the products of their grants

This policy is a government-wide initiative to increase access to the results of federally funded scientific publications.

ERIC will be the primary repository for access to research funded by the Department of Education

- ED's plan, when published, will detail publications and data management plan requirements
- But IES requires the final peer reviewed manuscript developed from research it funds to be submitted to ERIC
- Metadata is made public immediately but there is a 12-month embargo on the full-text

The final peer-reviewed manuscript from any work funded in whole or in part by IES, the parent organization of ERIC, must be deposited into ERIC. The record from these manuscripts—the citation and abstract—are available immediately. The full text is available after 12 months.

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](#)

Now, I am going to discuss a change to the ERIC selection policy that we are really excited about.

Government Documents

Reports

Journal Articles

Conference Papers

Since ERIC was founded over 50 years ago, ERIC has been unique in that it indexes both journal articles and grey literature, such as books, conference papers, and reports.

2004: Peer review for journals and IES published products

2013: Peer review status for grantee funded journal manuscripts

2016: Peer review status for...

Prior to 2004, ERIC only assigned peer-reviewed status to journal articles and work published by the Institute of Education Sciences. Over the years we have made enhancements to the flag because we realized that it does not capture all of the peer reviewed literature. We want to further enhance this flag by extending it to grey literature sources. This will make our collection as thorough and complete as possible. We want our users to be able to find high quality research quickly and easily, and want to know if you would find these changes useful.

The Condition of Education 2014

NCES 2014-083
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 Kekahio, 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.

EDUCATOR'S PRACTICE GUIDE

WHAT WORKS CLEARINGHOUSE™

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



NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE

Currently, the publications that we fund under contract, such as the Condition of Education, and reports from the What Works Clearinghouse and the Regional Educational Laboratories, are peer-reviewed through a process managed by IES and then IES publishes the product.

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
More ▼	

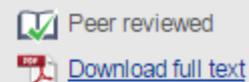
AUDIENCE	
Practitioners	2

[Gender Differences in Science, Technology, Engineering, and Mathematics \(STEM\) Interest, Credit Earned, and NAEP Performance in the 12th Grade. Stats in Brief. NCES 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; Presidential Council of Advisors on...)

Descriptors: Gender Differences, STEM Education, National Competency Tests, High School Students

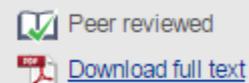


[A Practitioner's Guide to Implementing Early Warning Systems. REL 2015-056](#)

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

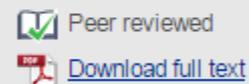


[Stated Briefly: Participation and Pass Rates for College Preparatory Transition Courses in Kentucky. REL 2015-060](#)

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

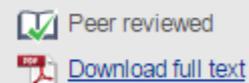


[Online Course Use in Iowa and Wisconsin Public High Schools: The Results of Two Statewide Surveys. REL 2015-065](#)

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 report student...

Descriptors: Public Schools, High Schools, State Surveys, Online Courses



[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 590 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

 Peer reviewed

 [Download full text](#)

As I mentioned earlier, all of our grantees are required to submit the final peer-reviewed manuscript of all work they produce using federal funds to ERIC. As of 2013, we have flagged these records as peer-reviewed as well.

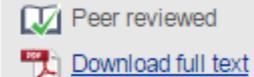
Peer reviewed

[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)

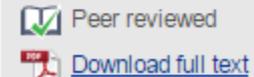


[Study of the Feasibility of a NAEP Mathematics Accessible Block Alternative](#)

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

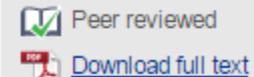


[A Validity Study of the NAEP Full Population Estimates](#)

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

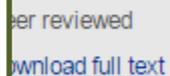
In early 2001, to support an internal evaluation of the impact of changing exclusion rates on reports of statistically significant gains across states, the National Center for Education Statistics (NCES) sponsored research on imputation procedures of National Assessment of Educational Progress (NAEP)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

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



We have realized that this approach causes confusion in the user community. First, there is work funded by IES that is peer reviewed, but does not appear in a journal and is not published by IES. Instead, it is published by the contractor or grantee. While these are only a handful of records, they do cause confusion. We want to update the selection policy to reflect that these records are peer reviewed.

[Look at](#)



s in all states on a

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
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.*

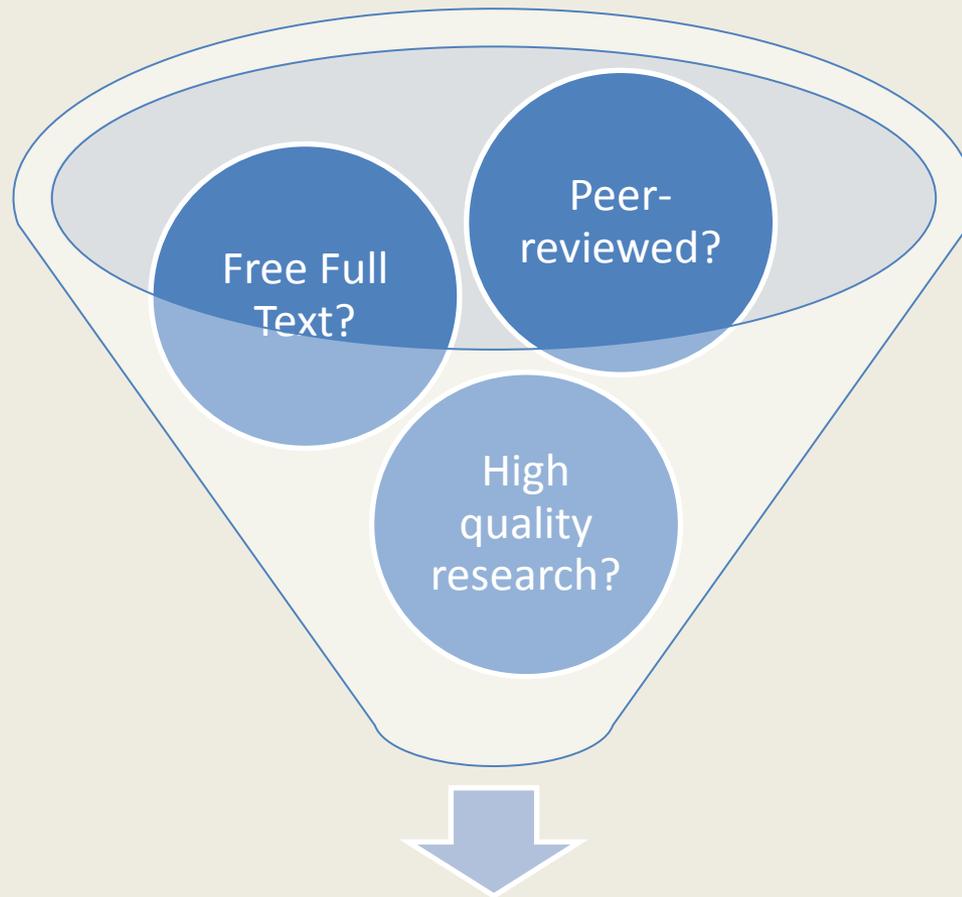
Peer Review Refereeing Process:

The conference committee for the annual conference of the Australian Teacher Education

Second, we know there is work published outside of IES that is peer reviewed. For example, we have seen conference papers, like this one, state that they are peer reviewed. We want to make sure that we are giving users the best possible information.

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olved
ts from



Selection Decision

Finally, when we look for new sources to add to our collection, we give preference to materials that are peer-reviewed because we believe that users find great value in these sources. By extending our definition of peer review, we will be able to give priority to sources our users most want to use.

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.

Our proposed change would clarify some processes that we already have in place. It would state how ERIC defines peer review, so users would have a clear expectation on the types of material that they are receiving.

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).

Second, it would make it clear how we would assign peer review to records. For journals, we would continue to assign peer review at the journal level and apply the flag to all records created for the source. For non-journal materials, we would either assign it for all records or for a specific series, such as conference papers. Individuals submitting work through our user submission system would be able to mark their work as peer reviewed by submitting a URL to the publisher's page that outlines the peer review process.

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.

To read the full policy, please go to eric.ed.gov. It is linked to directly from the homepage.

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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

What will be the impact of these changes? We forecast that we may be able to add approximately new peer-reviewed sources a year. The majority of these will be conference papers and government sponsored reports. However, the change is broader. ERIC will continue to build upon its tradition of high quality grey literature and elevate the status of grey literature. We think this is going to be a great change, but we realize their many be unintended consequences such as greater user confusion. Please send us an email with your thoughts on the new policy. We will consider all feedback as we revise the proposed policy. Additionally, we will be having a town hall meeting to full hear all feedback on September 15th. More information on that to follow.

ERIC Topic Pages

Now, we are going to discuss the 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

We have been working on 15 topic pages on a wide variety of education issues. These topic pages contain a Wikipedia style overview of the topic that was written with the consultation of subject matter experts. There are links to key Thesaurus terms and suggested resources in the ERIC collection. We expect these to be live in the next 6 months or so.

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

Finally, we are working to restore the ERIC microfiche. We are re-digitizing the microfiche that is of high value to users and easy to digitize. Our goal is to get the most valuable information into the collection first, and then work to digitize materials that are not used as frequently. This process will take many years and we thank you for your patience.

Questions?

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Thank you so much for listening to our presentation. If you have any questions, please don't hesitate to contact me.