Semi-Annual Update

JUNE 30, 2016
Agenda

• ERIC overview
• 2016 accomplishments
• Planned enhancements
• Q&A
ERIC Collection

1.6 million education resources

journal articles  research reports  fact sheets  conference papers  books
ERIC User Community

- Academics
- Researchers
- Educators
- Policymakers
- General Public

12 million people from 242 countries
Sources of Content
2016 Accomplishments and Plans

- Selection Policy Update
- Thesaurus Update
- Improvements to Identifiers
- Hyperlinks in ERIC records
- Restoring Unreadable PDFs
- New Communications
2016 Content as of Mid-June

- 13342, 57.20%
- 6062, 25.99%
- 1435, 6.15%
- 2485, 10.65%

- Full Text and Peer Reviewed
- No Full Text and Peer Reviewed
- Full Text and Not Peer Reviewed
- No Full Text and Not Peer Reviewed
Revisions to the ERIC Selection Policy

The ERIC Selection Policy establishes the standards and criteria for selecting materials for inclusion in the ERIC collection. It states broad collection goals and defines the standards and criteria required of approved sources and individual materials in the ERIC digital library. The purpose of the selection policy is to provide consistency in the approach for reviewing and selecting sources and individual items, and clearly communicate policy and process to staff, users, publishers, and individual submitters of material.

This policy was released in January 2016 and applies to new materials added to ERIC. No previously published records in ERIC will be removed as a result of this selection policy.

The following list of journals and non-journals are approved to be indexed in ERIC. New sources will be reviewed for inclusion based on the new selection policy twice a year.

Download, view, and print the ERIC Selection Policy as a PDF
Biggest Policy Change – Peer Review

- The peer-review flag is being added to qualified grey literature
- ERIC accepts blind or expert peer-review processes
- How the peer-review flag is applied:
  - For journals, at the journal level/applied to all records
  - For reports and papers, may be assigned to all content or specific series or types of publications
- Online submissions not funded by IES may show proof of peer review
Peer-Reviewed Non-Journal Records in ERIC

Peer-reviewed grey literature will appear in searches as well as journal records and IES reports.

Opening-up Classroom Discourse to Promote and Enhance Active, Collaborative and Cognitively-Engaging Student Learning Experiences

Hardman, Jan
Research-publishing.net

This paper places classroom discourse and interaction right at the heart of the teaching and learning process. It is built on the argument that high quality talk between the teacher and student(s) provides a fertile ground for an active, highly collaborative and cognitively stimulating learning process leading to improved learning outcomes. High quality classroom talk is characterised by the
Thesaurus Update

- The Thesaurus is the backbone of ERIC— it is how we index our content
How the Thesaurus is Updated

- High level of literary warrant (more than 1,000 term occurrences in ERIC literature)
- Multiple user and ERIC indexer requests
- Promotes indexing consistency
- Reflects the language of ERIC users
- Aligns the Thesaurus with the ANSI/NISO standard
The 2015 Thesaurus Update

19 new descriptors - e.g., Common Core State Standards, Low Income Students

28 new synonyms - e.g., Cyberbullying, Principal Surveys

17 changes to existing terms – e.g., “Mental Retardation” is now “Intellectual Disability”
Improving ERIC Identifiers

- Tests and Measures
- Geographic Location
- Laws and Legislation
Geographic Location

- Added the top 100 most populous US cities
- Any US city that did not meet literary warrant was mapped to its state identifier.
Mapping to states, instead of regions

* Will be mapped to Alabama
Only including 100 most populated cities

Publication Type: Journal Articles; Reports - Descriptive
Education Level: N/A
Audience: N/A
Language: English
Sponsor: N/A
Authoring Institution: N/A
Identifiers: Virginia (Fairfax County)

* Will be mapped to Virginia
Tests and Measures

- Updated truncations
- Removed parenthetical author names
- Created a single term to cover all tests that share the same name
Removing Truncations in Tests

* Will be National Longitudinal Transition Study of Special Education Students
* Socioeconomic Characteristics will be dropped
Removing Parenthetical Author Names

Publication Type: Journal Articles; Reports - Research
Education Level: Grade 7; Junior High Schools; Middle Schools; Elementary Education; Secondary Education
Audience: N/A
Language: English
Sponsor: N/A
Authoring Institution: N/A
Identifiers: Learning Style Inventory (Kolb)

* Will be mapped to Learning Style Inventory
Consolidating Test Names

Minnesota Multiphasic Personality Inventory is the new mapping for ALL of the following terms:

Keane Minnesota Multiphasic Personality Inventory
Minnesota Multiphasic Personality Inventory
Minnesota Multi Phasic Personality Inventory
Minnesota Multiphase Personality Inventory
Minnesota Multiphasic Inventory 168
Minnesota Multiphasic Personality Invention
Minnesota Multiphasic Personality inventory
Minnesota Multiphasic Personality Inventory 168
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY
Minnesota Multiphasic Personality inventory 168
Minnesota Multiphasic Personality Inventory 2
Minnesota Multiphasic Personality Inventory Scales
Minnesota Multiphasic Personality Inventory – 2
Minnesota Multiphasic Personality Inventory
Minnnesota Multiphasic Personality inventory
Laws and Legislation

- Updated truncations and created a single term to cover all laws that share the same name.
Removing Truncations in Laws

* Will be mapped to Carl D Perkins Vocational and Applied Technology Education Act 1990
Adding Hyperlinks in ERIC Records

- Hyperlinks will help users find more information on:
  - Additional details regarding IES publications
  - IES grant information associated with ERIC records
  - Online study review guides by WWC
  - Author identification information (ORCID, SciENcv, eRA Commons, FastLane)
IES Publication Links

Will be linked to:

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students.
IES Funded Links

Publication Type: Journal Articles; Reports - Research
Education Level: N/A
Audience: N/A
Language: English
Sponsor: N/A
Authoring Institution: N/A
IES Funded: Yes
IES Grant or Contract Numbers: R324A110101; R324E000035

Will be linked to:

IES Institute of Education Sciences

Funding Opportunities | Search Funded Research Grants and Contracts

IES Grant

Title: Foundations for Literacy: An Intervention for Young Children Who Are Deaf and Hard of Hearing

Center: NCSEER
Principal Investigator: Letherer, Amy
Awardee: Georgia State University Research Foundation, Inc.

Program: Early Intervention and Early Learning in Special Education

Award Period: 07/01/2011-06/30/2014
Award Amount: $1,516,185

Purpose: Poor literacy outcomes have characterized the deaf population for decades. National data suggest that overall literacy rates of deaf high school graduates remain consistently around the 4th grade level. Although children with less severe hearing loss fare better than children who are deaf, they are still at risk for poorer language and literacy skills than their hearing peers. The purpose of this project is to further develop an early literacy intervention specifically adapted to meet the needs of prekindergartners who are deaf or hard of hearing called Foundations for Literacy. Although preliminary evidence suggests that Foundations for Literacy holds promise for fostering growth in alphabetic knowledge and phonological awareness, further development is needed to promote vocabulary and language and to improve its implementation in authentic education environments. The researchers will also develop a coordinated parent and home component to facilitate children's language learning, develop teacher training materials, and develop adaptations necessary for children who are deaf or hard of hearing and do not have access to speech.

Project Activities: Researchers will implement several iterative cycles to design, field test, and revise Foundations for Literacy. Revisions will include expanding the instructional activities, refining progress monitoring measures, and developing professional development and parent training materials. A pilot study will compare the pretest-posttest gains of children who received Foundations for Literacy with a companion group of eligible children who did not. In addition, simple-subject studies and case studies will be used to examine learning by children with no speech perception skills.

Products: Products from this project will include a developed curriculum called Foundations for Literacy. This
WWC Study Review Guide

IES Funded: Yes
IES Grant or Contract Numbers: U296A100027; R305B090015
What Works Clearinghouse Reviewed: Meets Evidence Standards without Reservations
IES Luke Action

will be linked to:

Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches.
Annals of Dyslexia. 60(1), 40-56.

Lindamood Phoneme Sequencing® (LPS®) - Beginning Reading

Alphabetsics — Statistically significant positive effect
Comprehension — Statistically significant positive effect

Students in the comparison group did not receive any supplemental reading instruction. In two of the schools, the standard
Author Identification Links

Will be linked to:

[Image of ORCID profile for Annemaree Carroll]

[Image of ERIC database search results for "It Hurts to Be Lonely! Loneliness and Positive Mental Wellbeing in Australian Rural and Urban Adolescents"]
Restoring Unreadable PDFs

- History
  - 1960s: ERIC was purely microfiche and paper system
  - 2000s: ERIC converts microfiche to PDF
  - 2010s: ERIC converts microfiche to readable PDFs
New Communications

- Videos, Infographics, and Webinars
- Give the same information as on our website, but in a different format
New Video – May 2016

How ERIC Selects New Sources
New Video – June 2016

How ERIC Can Help You Write a Research Paper
New Video—June 2016

About ERIC
Planned New Videos

- Will provide a diversified means of getting information about ERIC
- Many new videos are intended for novice users
- Several will explain how to perform a specific task
- Some will respond to frequently asked questions to the ERIC Help Desk
New Infographics

- Provide information about processes and procedures
- Show a series of metrics, such as year in review

Overall, 1.6 million education-related resources have been indexed in ERIC since 1966.

48,097 new resources were added in 2015. Of those, 36,619 were peer-reviewed.

11,681 new peer-reviewed materials with full text available were indexed – a 238% increase since 2014!
More Webinars

- January 2017: ERIC Update
- June 2017: ERIC Semi-Annual Update
- One additional webinar on a topic to be determined
Questions and Answers

Questions?

@ERICinfo

Facebook.com/SearchEduResources