

# *Semi-Annual Update*



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JUNE 30, 2016

# Agenda

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- ERIC overview
- 2016 accomplishments
- Planned enhancements
- Q&A

# ERIC Collection

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**1.6 million education resources**



**journal articles**



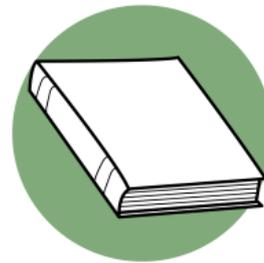
**research reports**



**fact sheets**



**conference papers**



**books**

# ERIC User Community

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- **Academics**
- **Researchers**
- **Educators**
- **Policymakers**
- **General Public**

# Sources of Content

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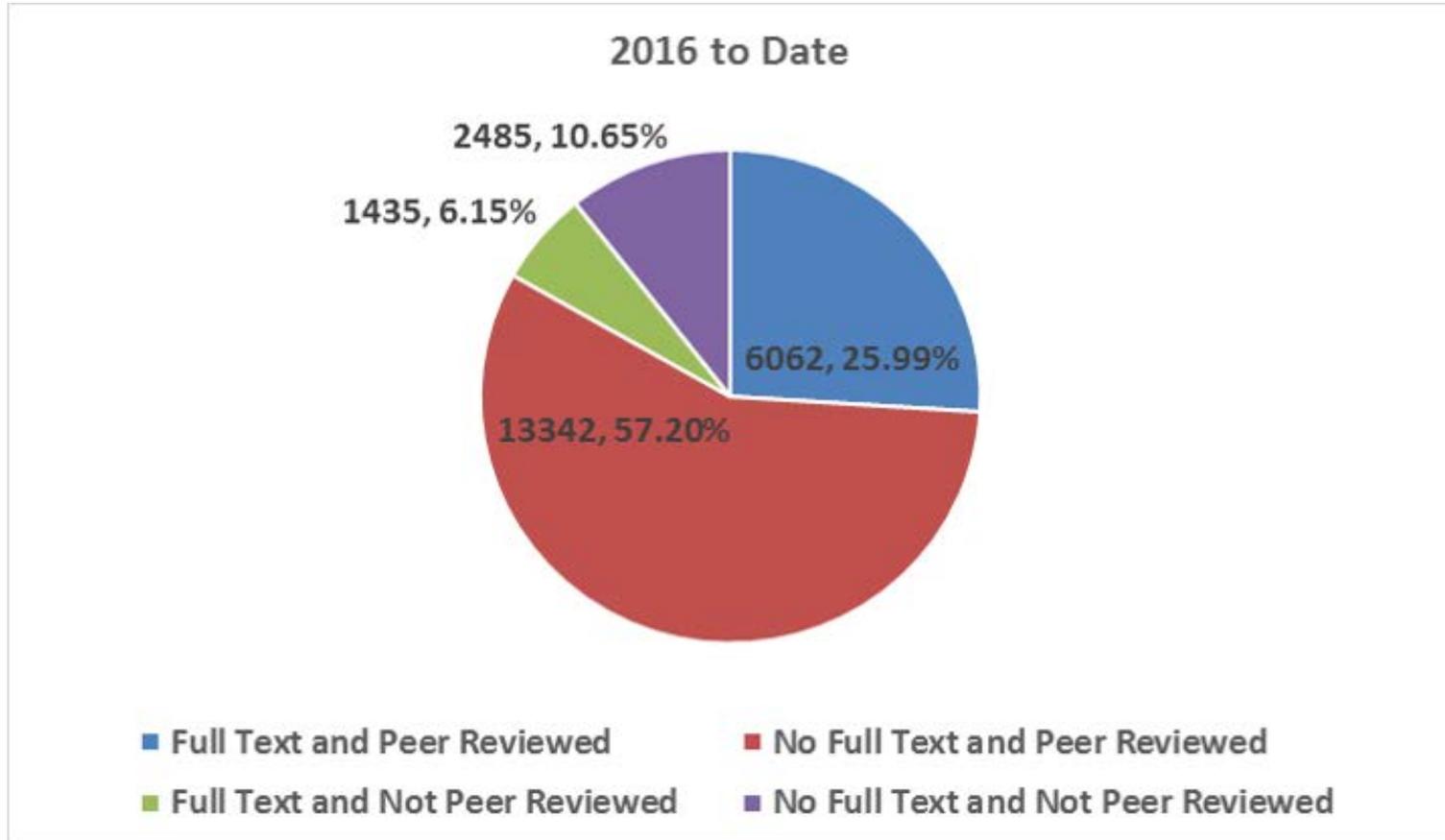


# 2016 Accomplishments and Plans

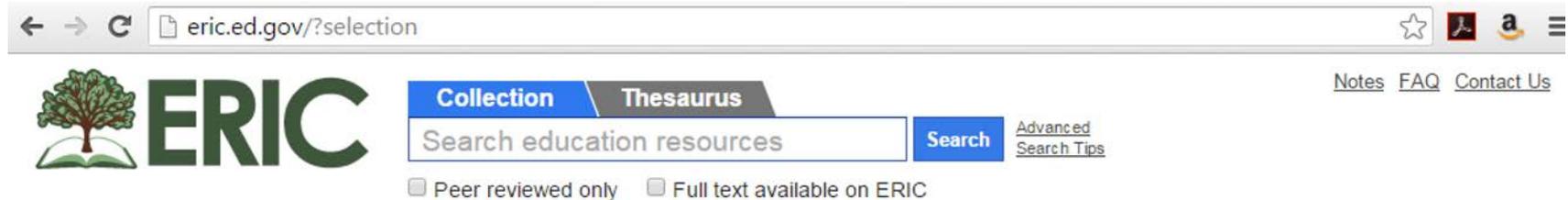
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- Selection Policy Update
- Thesaurus Update
- Improvements to Identifiers
- Hyperlinks in ERIC records
- Restoring Unreadable PDFs
- New Communications

# 2016 Content as of Mid-June



# Revisions to the ERIC Selection Policy



The screenshot shows the ERIC website search interface. At the top, there is a browser address bar with the URL "eric.ed.gov/?selection". Below the address bar is the ERIC logo, which consists of a tree and the word "ERIC". To the right of the logo are two tabs: "Collection" (selected) and "Thesaurus". Below the tabs is a search box containing the text "Search education resources" and a blue "Search" button. To the right of the search box are links for "Advanced Search Tips". Below the search box are two checkboxes: "Peer reviewed only" and "Full text available on ERIC". In the top right corner, there are links for "Notes", "FAQ", and "Contact Us".

## 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

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- 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.



Collection Thesaurus  
discourse analysis Search [Advanced Search Tips](#)  
 Peer reviewed only  Full text available on ERIC

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

[Back to results](#)

## 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

Peer reviewed  
 [Download full text](#)

ERIC Number: ED565017

Record Type: Non-Journal

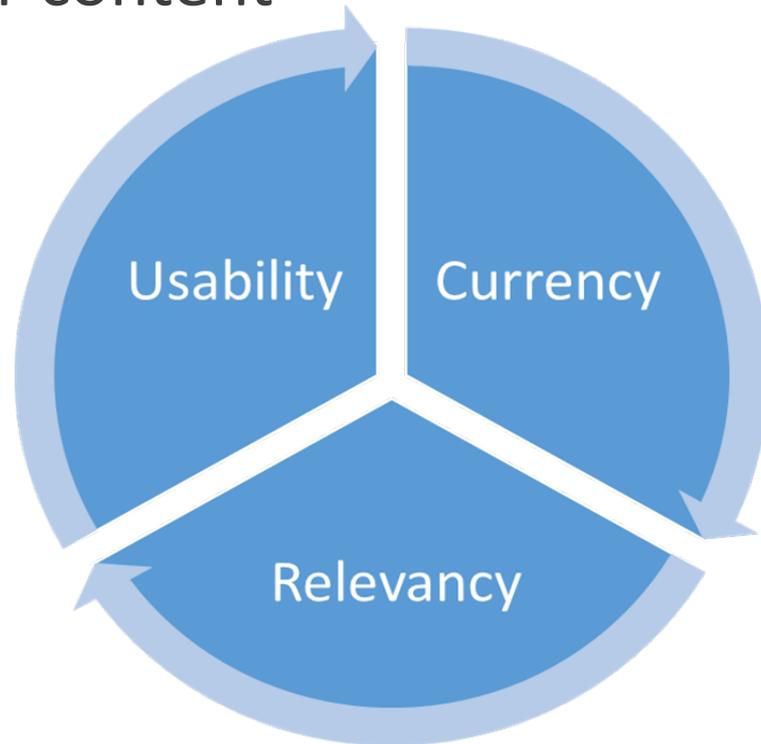
Publication Date: 2016

Pages: 13

# Thesaurus Update

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- The Thesaurus is the backbone of ERIC– it is how we index our content



# How the Thesaurus is Updated

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- 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

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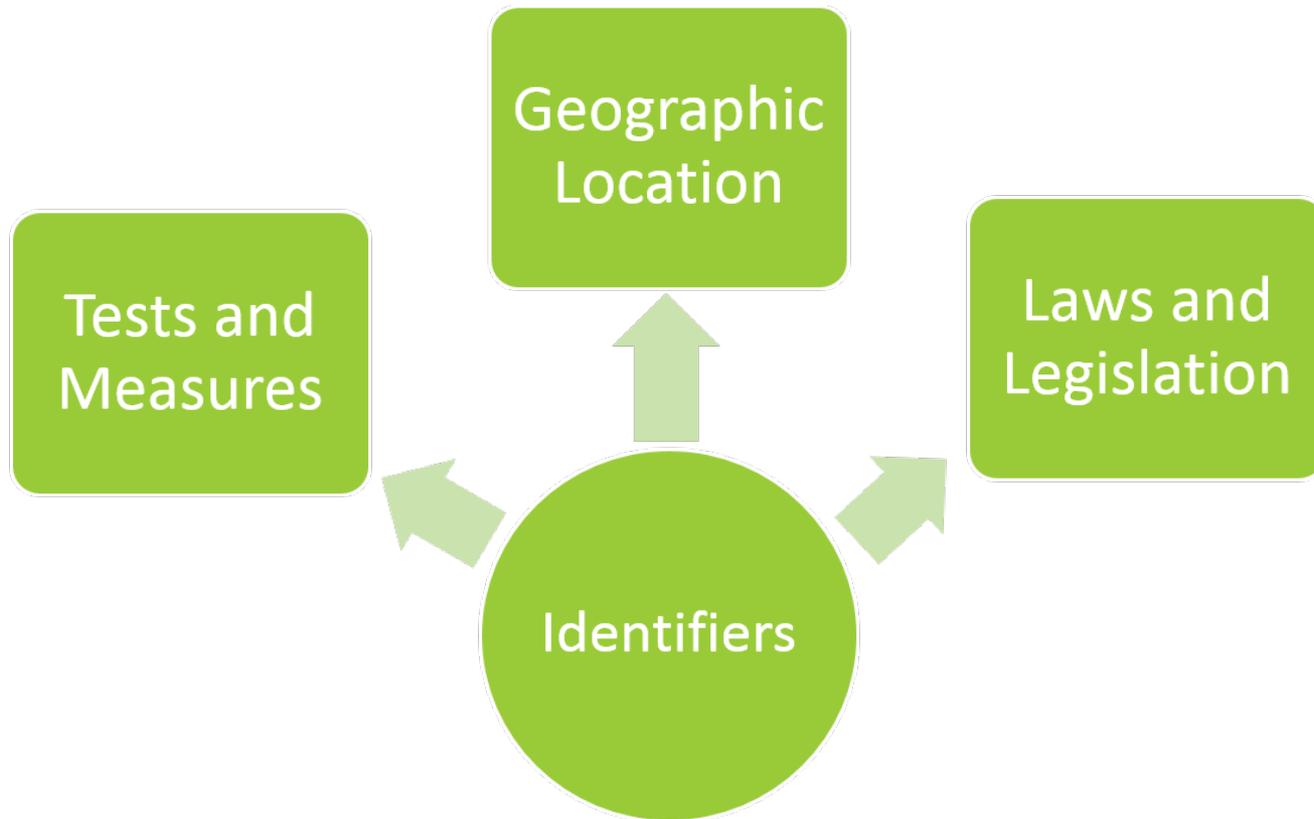
19 new descriptors - e.g., Common Core State Standards, Low Income Students

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

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

# Improving ERIC Identifiers

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# Geographic Location

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

**Publication Type:** Journal Articles; Reports - Research

**Education Level:** N/A

**Audience:** N/A

**Language:** English

**Sponsor:** N/A

**Auth**

**Identifiers - Location:** Australia

# Mapping to states, instead of regions

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**Publication Type:** Reports - Evaluative

**Education Level:** N/A

**Audience:** N/A

**Language:** English

**Sponsor:** Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

**Authoring Institution:** University of South Alabama, Mobile.

**Identifiers:** Alabama (Southwest)

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\* Will be mapped to Alabama

# Only including 100 most populated cities

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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

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

# Removing Truncations in Tests

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Publication Type: Journal Articles; Reports - Research

Education Level: N/A

Audience: N/A

Language: English

Sponsor: N/A

Authoring Institution: N/A

Identifiers: National Longitudinal Transition Study Spec Educ; Socioeconomic Characteristics

- \* Will be National Longitudinal Transition Study of Special Education Students
- \* Socioeconomic Characteristics will be dropped

# Removing Parenthetical Author Names

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**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

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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 Muliphasic Personality Inventory  
Minnnesota Multiphasic Personality inventory

# Laws and Legislation

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

# Removing Truncations in Laws

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**Publication Type:** Journal Articles; Reports - Evaluative

**Education Level:** High Schools; Secondary Education

**Audience:** N/A

**Language:** English

**Sponsor:** Office of Vocational and Adult Education (ED); National Research Center for Career and Technical Education

**Authoring Institution:** N/A

**Identifiers:** Carl D Perkins Voc and Appl Techn Educ Act 1990

**IES Grant or Contract Numbers:** VO51A070003

\* Will be mapped to Carl D Perkins Vocational and Applied Technology Education Act 1990

# Adding Hyperlinks in ERIC Records

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- 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

ERIC Collection Thesaurus Search [Advanced Search Tips](#) [Notes](#) [FAQ](#) [Contact Us](#)

Peer reviewed only  Full text available on ERIC

[Back to results](#)

**Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students. Educator's Practice Guide. What Works Clearinghouse.™ NCEE 2015-4010**

Star, Jon R.; Foegen, Anne; Larson, Matthew R.; McCallum, William G.; Porath, Jane; Zbiek, Rose Mary; Caronongan, Pia; Furgeson, Joshua.; Keating, Betsy; Lyskawa, Julia  
What Works Clearinghouse

Peer reviewed  
[Download full text](#)

ERIC Number: ED555576  
Record Type: Non-Journal

Will be linked to:

Home > Topics > Math

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

**Summary**

This practice guide provides three recommendations for teaching algebra to students in middle school and high school. Each recommendation includes implementation steps and solutions for common roadblocks. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to improve their students' algebra knowledge.

**Practice Guide and Related Resources**

The practice guide is accompanied by a practice guide summary and companion videos. The guide is also available in e-book format. Click below to access any of the available resources.

**Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students (6.3 MB)**  
Download the full version of this practice guide for evidence-based tips and expert advice on improving students' algebra knowledge.

**Practice Guide Details**

Released: April 2015  
Topic: Math  
Education Level: Middle Grades, High School  
Audience: Administrator, Researcher, School Specialist, Teacher

**Panel**

**Jon R. Star** (Chair)  
Harvard University

**Anne Foegen**  
Iowa State University

**Matthew R. Larson**  
Lincoln Public Schools

# 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](#); [R324E060035](#)

Will be linked to:

**IES** Institute of Education Sciences ☰ MENU

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**FUNDING OPPORTUNITIES | SEARCH FUNDED RESEARCH GRANTS AND CONTRACTS**

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IES Grant

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

**CENTER:** [NC-SER](#) **YEAR:** 2011

**PRINCIPAL INVESTIGATOR:** [Lederberg, Amy](#) **AWARDEE:** [Georgia State University Research Foundation, Inc.](#)

**PROGRAM:** [Early Intervention and Early Learning in Special Education](#) [\[Program Details\]](#)

**AWARD PERIOD:** 07/01/2011–06/30/2014 **AWARD AMOUNT:** \$1,616,185

**GOAL:** Development **AWARD NUMBER:** R324A110101

**DESCRIPTION:**

**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 alphabet 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 to posttest gains of children who received *Foundations for Literacy* with a comparison group of eligible children who did not. In addition, single-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: U396A100027; R305B090015

**What Works Clearinghouse Reviewed: Meets Evidence Standards without Reservations**

IES # U396A100027

will be linked to:

**Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches.**

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Herron, J., & Lindamood, P. (2010). *Annals of Dyslexia*, 60(1), 40-56.

74 Students  
Grades 1

Randomized controlled trial

+ Reviews

Lindamood Phoneme Sequencing® (LIPS®)-Beginning Reading

+ Alphabets — Statistically significant positive effect

+ Comprehension — Statistically significant positive effect

Characteristics   Setting   Sample   Intervention Group   **Comparison Group**   Outcomes & Measures   Support for Implementation

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

# Author Identification Links

The screenshot shows a web browser window with the URL [eric.ed.gov/?q=EJ1029462+OR+EJ1030517&id=EJ1030517](http://eric.ed.gov/?q=EJ1029462+OR+EJ1030517&id=EJ1030517). The main heading is "It Hurts to Be Lonely! Loneliness and Positive Mental Wellbeing in Australian Rural and Urban Adolescents". Below the title, the authors are listed as "Houghton, Stephen; Hattie, John; Carroll, Annemaree; Wood, Lisa; Baffour, Bernard". The journal information is "Journal of Psychologists and Counsellors in Schools, v26 n1 p52-67 Jun 2016". A "Peer reviewed" badge and a "Direct link" icon are visible on the right. The ERIC Number is EJ1030517, the Record Type is Journal, and the Publication Date is 2016-Jun.

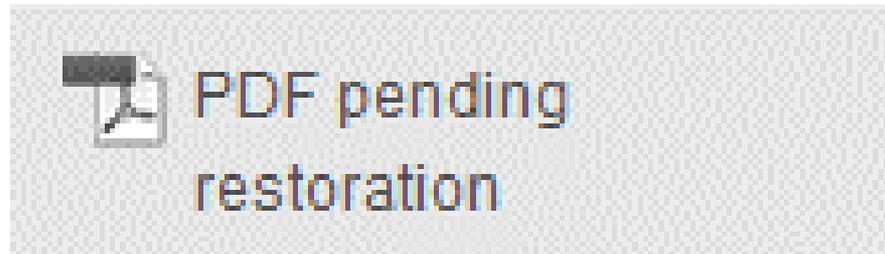
Will be linked to:

The screenshot shows the ORCID iD profile for Annemaree Carroll. The profile includes the ORCID ID [orcid.org/0000-0001-9668-6227](https://orcid.org/0000-0001-9668-6227) and the ResearcherID [N-7142-2013](https://orcid.org/0000-0001-9668-6227). Under the "Works (3)" section, three publications are listed:

- It Hurts To Be Lonely! Loneliness and Positive Mental Wellbeing in Australian Rural and Urban Adolescents**  
Journal of Psychologists and Counsellors in Schools  
2016-02-04 | journal-article  
DOI: [10.1017/jgc.2016.1](https://doi.org/10.1017/jgc.2016.1)  
Source: Crossref | Preferred source
- Social Networking and the Social and Emotional Wellbeing of Adolescents in Australia**  
Australian Journal of Guidance and Counselling  
2014-12 | journal-article  
DOI: [10.1017/jgc.2014.14](https://doi.org/10.1017/jgc.2014.14)  
Source: Crossref | Preferred source
- Out-of-field teaching and professional development: A transnational investigation across Australia and South Africa**  
International Journal of Educational Research  
2014 | journal-article  
DOI: [10.1016/j.ijer.2014.03.001](https://doi.org/10.1016/j.ijer.2014.03.001)

# Restoring Unreadable PDFs

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

# New Communications

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- Videos, Infographics, and Webinars
- Give the same information as on our website, but in a different format

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[Privacy](#) | [Copyright](#) | [Contact Us](#) | [Selection Policy](#)  
[Journals](#) | [Non-Journals](#) | [Download](#) | [Submit](#) | [Multimedia](#)

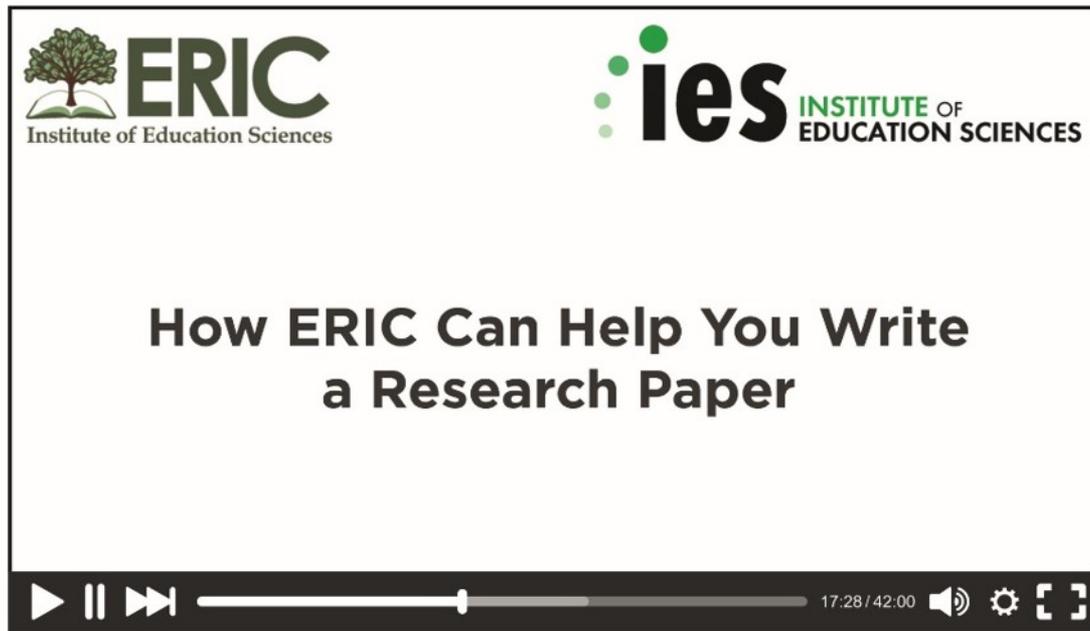
# New Video – May 2016

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# New Video – June 2016

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# New Video– June 2016

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# Planned New Videos

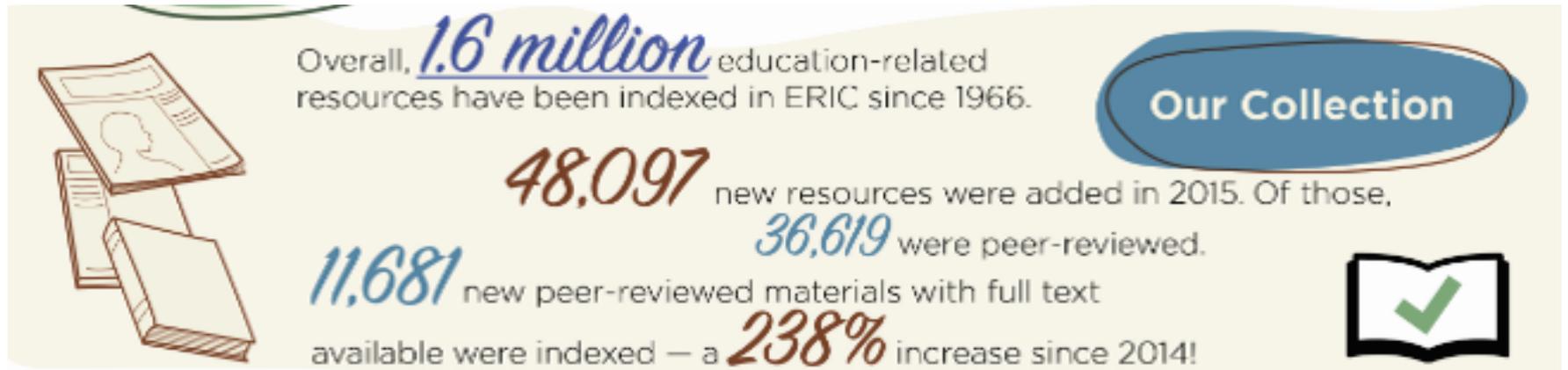
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- Will provide a diversified means of getting information about ERIC
- Many new videos are intended for novice users
- Several will explain how to perform a specific task
- Some will respond to frequently asked questions to the ERIC Help Desk

# New Infographics

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



# More Webinars

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

# Questions and Answers

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Questions?

@ERICinfo

[Facebook.com/SearchEduResources](https://www.facebook.com/SearchEduResources)