ERIC Update –
2015 Accomplishments and Future Enhancements

Institute of Education Sciences

JANUARY 14, 2016

ERIC in 2015

ERIC in 2015

In 2015, *12 million* people from *242* countries used ERIC. There were more than *42 million* page views in 2015! *Here is a look at the year in review:*

2015 ERIC Collection

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

Our Collection

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!

2015 ERIC Sources

Our Sources

Overall, *1,821* education sources (journals and other publishers) provide resources to ERIC.

87 new sources were selected for indexing in 2015, including *59* new journals and *28* new sources of reports, conference papers, and other documents.

80 peer-reviewed full-text reports were received from IES grantees and contractors as a result of the IES Public Access Policy.

2015 Products and Services

6 *million* full-text documents were downloaded by ERIC users.

3,840 help desk inquiries were received and answered.

Our Products and Services

64 terms were updated in the ERIC Thesaurus.

2 videos were produced: ***Tips for Using the ERIC Online Submission System*** and ***The IES Public Access Policy: How Contractors and Grantees Meet Their Requirements by Submitting Work to ERIC.***

2 presentations on ERIC were given at national conferences.   2 webinars were held.

1 update was made to ERIC's Selection Policy, including new criteria for identifying peer-reviewed content.
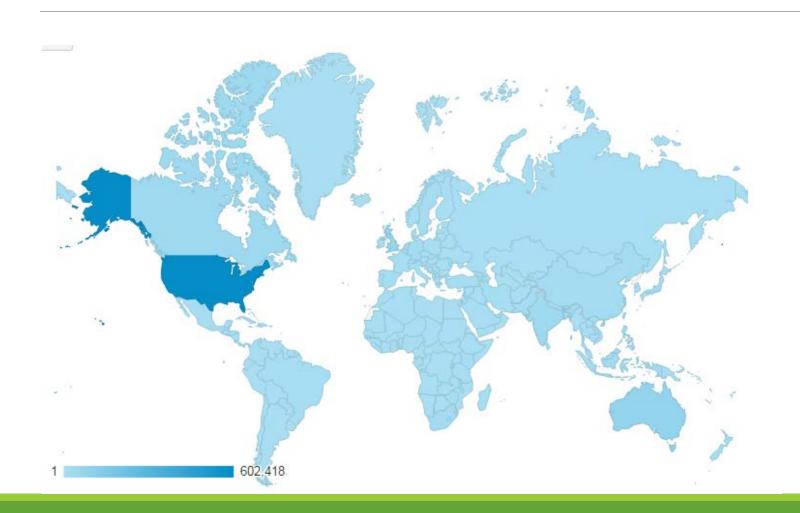
1 brand new Infographic helps explain how articles are added to ERIC.

*We hope you enjoyed searching ERIC in 2015 and exploring this treasure trove of education research. Keep up-to-date in 2016 by Following us on **Twitter**, Liking us on **Facebook**, and signing up for our **Newsflash**. Happy New Year to ERIC searchers everywhere!*

*Visit us at **eric.ed.gov***

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ERIC Users

1 ▢▢▢▢▢▢ 602,418

Key ERIC Users

Academics	• Librarians • Students • Researchers
Educators	• Teachers • Principals
General Public	• Parents • Community Members
Policymakers	• Boards of Education • Elected Officials and their Staffs

Who Provides ERIC Content?

Articles
- Journal Publishers

Reports and papers
- Grey Literature Providers, including education associations, universities, research centers, government agencies
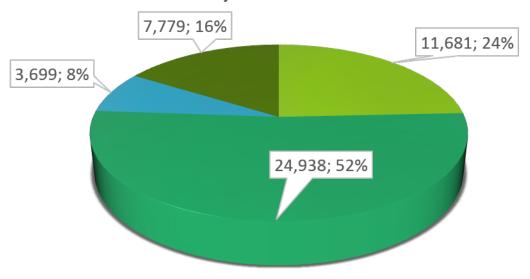
Online submissions
- Individual authors, including IES grantees and contractors

Agreements with Publishers

- Selected new sources for indexing based on collection priorities
  - 59 journals
  - 28 grey literature sources

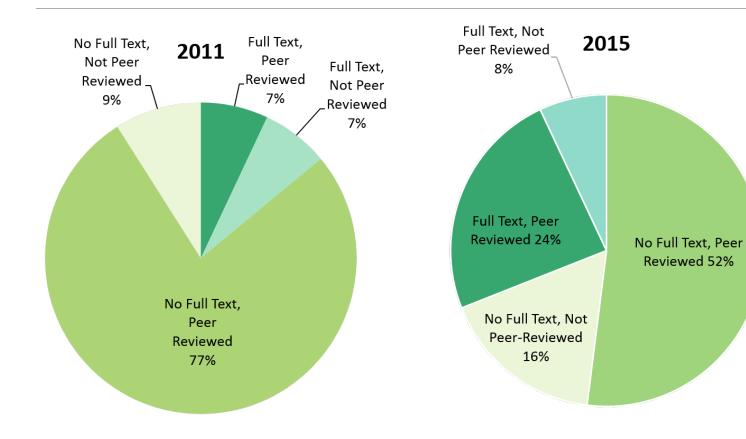- Total of 1,017 journals and 804 grey literature sources in ERIC
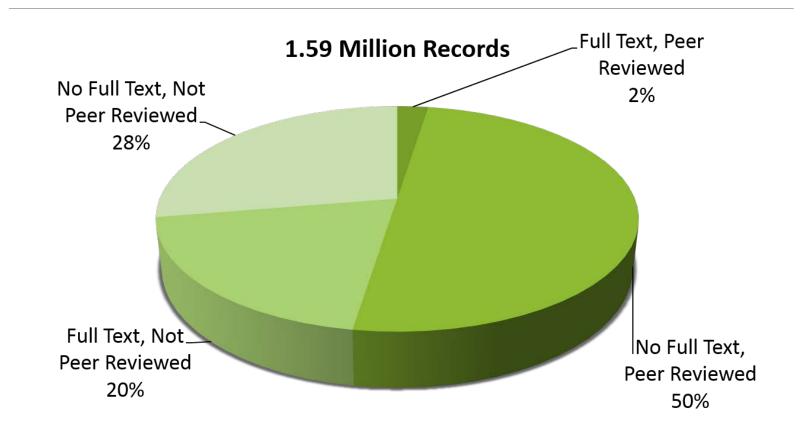
2015 ERIC Content

Total: 48,097 New Records

- 7,779; 16%
- 3,699; 8%
- 11,681; 24%
- 24,938; 52%

■ Full Text and Peer Reviewed ■ No Full Text and Peer Reviewed

■ Full Text and Not Peer Reviewed ■ No Full Text and Not Peer Reviewed

Content Comparison – 2011 and 2015

2011

- No Full Text, Not Peer Reviewed 9%
- Full Text, Peer Reviewed 7%
- Full Text, Not Peer Reviewed 7%
- No Full Text, Peer Reviewed 77%

2015

- Full Text, Not Peer Reviewed 8%
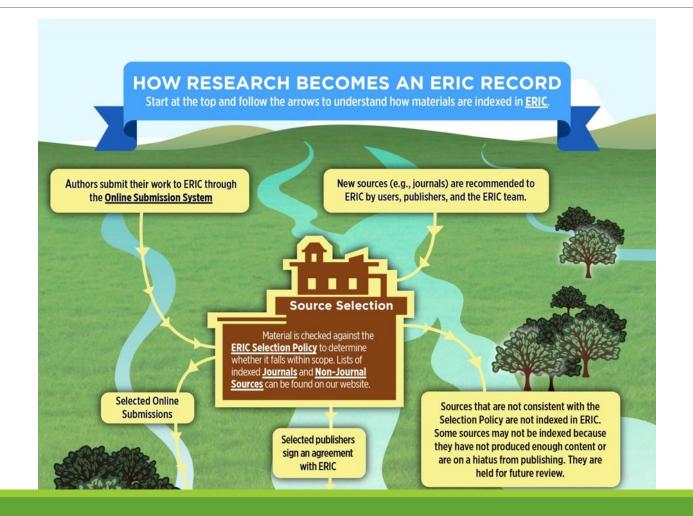- Full Text, Peer Reviewed 24%
- No Full Text, Not Peer-Reviewed 16%
- No Full Text, Peer Reviewed 52%

ERIC Content – All Years

1.59 Million Records

Full Text, Peer Reviewed
2%

No Full Text, Not Peer Reviewed
28%
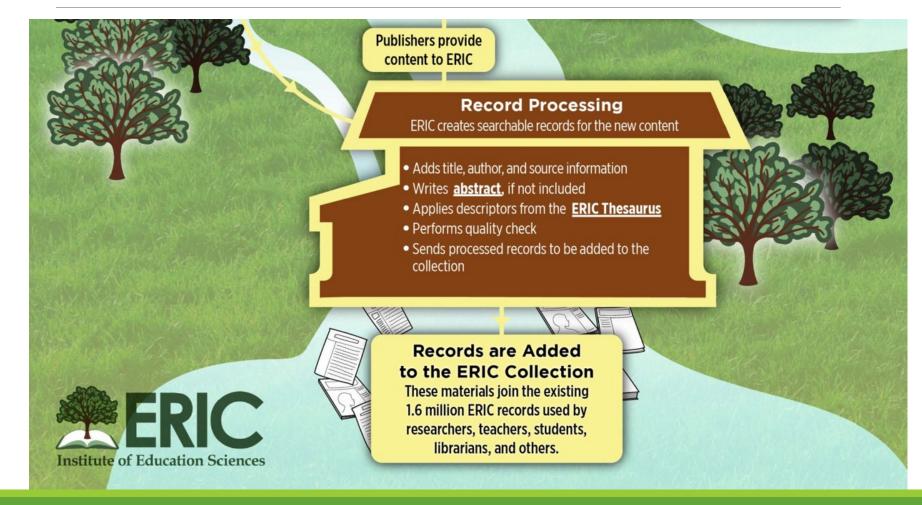
Full Text, Not Peer Reviewed
20%

No Full Text, Peer Reviewed
50%

New ERIC Infographic

How Research Becomes an ERIC Record – Source Selection

HOW RESEARCH BECOMES AN ERIC RECORD
Start at the top and follow the arrows to understand how materials are indexed in **ERIC**.

Authors submit their work to ERIC through the **Online Submission System**

New sources (e.g., journals) are recommended to ERIC by users, publishers, and the ERIC team.

Source Selection

Material is checked against the **ERIC Selection Policy** to determine whether it falls within scope. Lists of indexed **Journals** and **Non-Journal Sources** can be found on our website.

Selected Online Submissions

Selected publishers sign an agreement with ERIC

Sources that are not consistent with the Selection Policy are not indexed in ERIC. Some sources may not be indexed because they have not produced enough content or are on a hiatus from publishing. They are held for future review.

How Research Becomes an ERIC Record – Processing and Update

Publishers provide content to ERIC

Record Processing
ERIC creates searchable records for the new content

- Adds title, author, and source information
- Writes **abstract,** if not included
- Applies descriptors from the **ERIC Thesaurus**
- Performs quality check
- Sends processed records to be added to the collection

Records are Added to the ERIC Collection
These materials join the existing 1.6 million ERIC records used by researchers, teachers, students, librarians, and others.

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Revisions to the ERIC Selection Policy

Biggest Policy Change – Peer Review

- Includes an enhanced peer-review criterion:
  - Defines peer-review processes ERIC accepts (blind or expert peer review)

- Extends the peer-review flag to qualified grey literature

- Defines how the peer-review flag is applied:
  - For journals, determined 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

- Allows online submissions not funded by IES to show proof of peer review
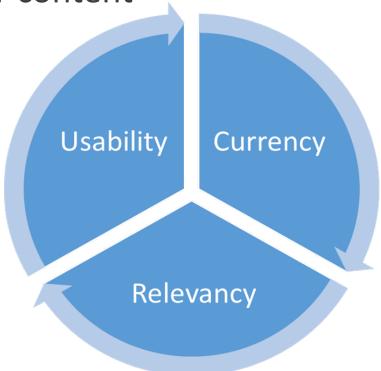
What is the Impact?

- Approximately 100 new records marked as peer-reviewed

- Peer-reviewed grey literature will appear in search results as well as journal records

- Elevate the status of grey literature

- Learn more in two archived webinars at http://eric.ed.gov/?multimedia
  - Changes to ERIC's Peer-Review Policy
  - ERIC Town Hall Meeting

Other Selection Policy Changes

- ***Criteria: Language –*** added requirements for multi-language journals:
  - 80% of articles must be in English
  - ERIC will only index articles written in English

- ***Preservation Policy –*** ERIC indexes materials in perpetuity

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

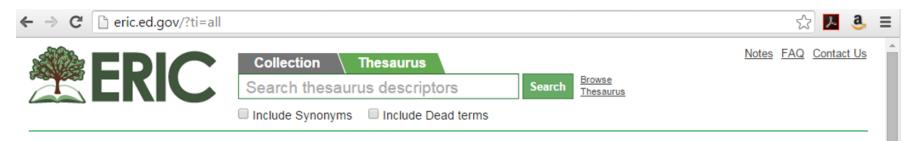- Aligns the Thesaurus with the ANSI/NISO standard

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

Learn More About the Thesaurus

ERIC

| Collection | **Thesaurus** |

Search thesaurus descriptors   **Search**   Browse Thesaurus

☐ Include Synonyms   ☐ Include Dead terms
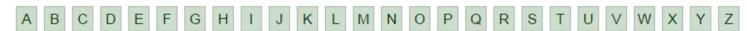
Notes   FAQ   Contact Us

Purpose and Scope

The ERIC Thesaurus is a list of terms representing research topics in the field of education. Descriptors from the ERIC Thesaurus are assigned to every document in the ERIC digital library to describe its subject content.

Terms in the ERIC Thesaurus represent the vocabulary used in the documents that comprise the ERIC digital library collection. Learn more about how the Thesaurus is updated in this archived webinar.

The ERIC Thesaurus contains a total of 11,721 terms. There are 4,520 Descriptors and 7,068 Synonyms. There are also 133 Dead terms which are no longer used as Descriptors but remain in the Thesaurus to aid in searching older records. The ERIC Thesaurus was last updated in October 2015. The updated Thesaurus includes 19 new Descriptors, 28 new Synonyms, and changes to 17 existing terms. For more information, view the full list of updates and download the updated file.

Browse Alphabetically

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Browse by Category

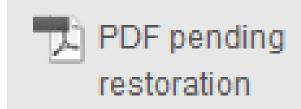Agriculture and Natural Resources   Facilities   Mental Health

New Projects/Future Enhancements

- Restoring unreadable PDFs

- Improving the identifier field

- Adding hyperlinks in ERIC records

Restoring Unreadable PDFs

PDF pending
restoration

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

OCRing of a Crisp Document

PDF image (below)
Alternate text (right)

Key findings

To what extent does individual student change (growth) over the academic year statistically explain why students differ in end-of-year performance after accounting for performance on interim assessments? The four growth estimates examined in this report (simple difference, average difference, ordinary least squares, and empirical Bayes) all contributed significantly to predicting performance on the end-of-year criterion-referenced reading test when performance on the initial (fall) interim assessment was used as a covariate. The simple difference growth estimate was the best predictor when controlling for mid-year (winter) status, and all but the simple difference estimate contributed significantly when controlling for final (spring) status. Quantile regression suggested that the relations between growth and the outcome were conditional on the outcome, implying that traditional linear regression analyses could mask the predictive relations.

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OCRing of a Non-Crisp Document – Example 1

Image:

land. Legislation that blurs the distinction between state and
local spans of control rarely lasts. Virtually all enduring
educational legislation segregates the responsibilities of
central agencies from the authority of local boards.

Alternate Text (uncorrected):

land.   Legilweion that blurs the diStinCt4i.on b&tween st   e and-
local spans of control :rarely lasts.   Virtually all endu
educational legWation,segregated the responsibilitibs
centr4, 'agencies from the authority) ot'loca.1 boatds:

OCRing of a Non-Crisp Document – Example 2

Image:

The Problem with the Solutions

s. Jules Witcover says (Columbia Journalism Review, Fall, 1070) that the one way to save the presidential press conference is for the reporters to get their heads together and agree on a plan of action. But this suggested solution cuts into the Washington reporters' prized independence, the foundation of the present system.

Alternate Text (uncorrected):

Tlir'P;ob   with the Solutions

3..lulek   itolver s.ify,s (Coluipbla Jbmraudiam Review; Fall, 74,1 Rib   -Dm, way,to sft,O the/ presidentiaI prOos'cion- 4   enceis   tlie 'reporters tol kit 'their 4eads togethdr 'and , .re ree pn ii.phinolifaction. Rut this sugfested solution. Cuts, ...   * !- 'int* th   WaSbinglon reporters', prized inalopen4   the".' -; *Asti n iiif the present-s   tern:

ERIC Identifiers

- What are identifiers?
  - Proper nouns that add specificity in indexing not possible with descriptors alone

- Three categories of identifiers:
  - Geographic Location
  - Laws and Legislation
  - Tests and Measures

Improving the Identifier Field

Geographic Location

Tests and Measures

Laws and Legislation

Identifiers

Searching Using Identifiers

- Examples of searches using identifiers:
  - 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"

Standardizing Language

Improving Geographic Locations

- Adding consistency to how U.S. cities are identified
  - Examples: Philadelphia, Pennsylvania (Philadelphia)
  - Approach: Standardize using the identifier format of ***State name (City name)*** for all prior records with cities and new records added to ERIC

- Eliminating state regional references
  - Examples: Alabama (Northeast), Arizona (South)
  - Approach: Convert identifiers incorporating state regions to use state names

Adding Hyperlinks to ERIC Records

- Hyperlinks will help users find more information on:
  - IES publications
  - IES grant funding
  - What Works Clearinghouse Study Review Guides

IES Publications - Example 1

ies.ed.gov/ncee/edlabs/regions/southwest/plc.asp

Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*

The *Professional Learning Communities Facilitator's Guide* is designed to assist teams of educators in applying the evidence-based strategies presented in the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School educator's practice guide*, produced by the What Works Clearinghouse. Through this collaborative learning experience, educators will expand their knowledge base as they read, discuss, share, and apply key ideas and strategies to help K–8 English learners acquire the language and literacy skills needed to succeed academically.
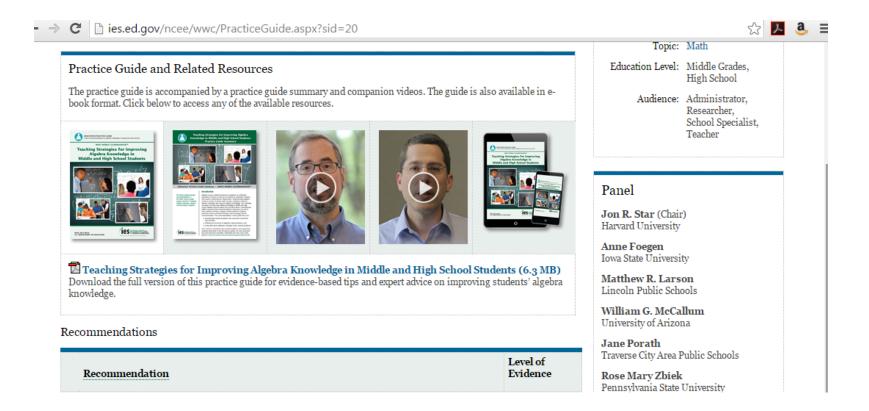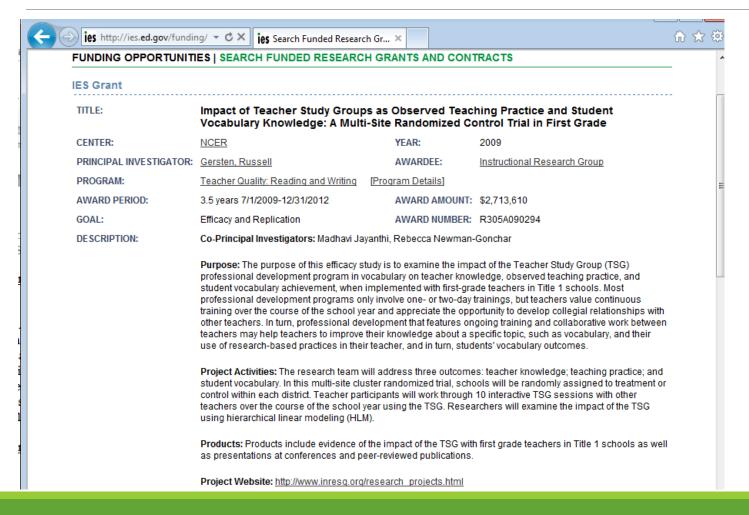
The facilitator's guide employs a five-step cycle that encourages professional learning communities to debrief, define, explore, experiment, and reflect and plan. This cycle is supplemented with activities, handouts, readings, and videos. Educators will develop a working knowledge of some of the best practices in the English learner practice guide through analysis of teaching vignettes and other interactive activities. Included in the toolkit of materials are 31 handouts and 23 videos. Four of the videos provide narrative overviews of the four recommendations in the practice guide; the remaining videos show teachers putting the recommendations into practice in actual classrooms at three different grade levels.

Facilitator's Guide and Handouts

View, download, and print the full facilitator's guide as a PDF file (7.6 MB)
View, download, and print the handouts as a PDF file (933 KB)

Video Title	YouTube Link and Transcript
Introduction to Recommendation 1:	YouTube View, download, and print the transcript as a PDF file (111 KB)
Pre-Teaching Vocabulary (Second/Third-Grade Combination Class):	YouTube View, download, and print the transcript as a PDF file (116 KB)

IES Publications - Example 2

Grant Funding Information

What Works Clearinghouse Study Review Guides

- Who was the study conducted on?

- What is the design of the study?

- Are there any methodological concerns with the study (e.g., regarding attrition from the study and the equivalence of the groups at the start of the study)?

- What are the results?

Q&A

Questions?

For questions following the webinar, send an email to ERICRequests@ed.gov