Discovering Education Research through ERIC - Transcript

Putting the W WW sometimes can be redirected, but other times, it pauses in error. Which is frustrating for all involved. Okay, so Eric is a free online database. It includes journals, literature. And funded work. So now, we are going to go to the, we are going to go to the Eric website. This is not what I wanted to do. Ari, we are going to return, and we are going to share my desktop. All right, this is what we wanted to do. Okay, so, so this is our homepage. It's a pretty boring search page. It might remind you of the Google homepage. In 2013, we re-resigned Eric that is a simple search that works in a way that people are used to. The -- Is not powerful. So the Eric search box. Searches across multiple fields, including title, author, source, abstract and descriptor. Which is our thesaurus. We will be talking a lot more about that later on. You also can search, using other fields, such as the Eric I.D. There other the most relevant and recent findings first. So if you search for autism, you can see what they have. 18,000 results. As well as in the abstract. You give us the title, the author's names, and then under that, the excess the source name. The publication year. The abstract in the descriptors. So over here in this box, we have an indication of whether or not they have peer reviews, a link to the publishers website. And then, in some cases, for about a quarter of our publications are in the download full text directly from Eric. So, you are going to click on the first result. Okay, so you can see that this office is hop -- Hyperlinked. That means we have a link to the publication page. You have the names of the other co-authors. They do not provide the orchid. And we have the citation information, the full abstract here. Plus the descriptors. And on the publishers information, then over here on the site. A link to the publishers website. Now that we have previewed the slide the mission of Eric is the select in-depth research. User-friendly website. This supports the mission of IES to provide scientific -- On which to ground education practice and policy and share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public. -- Is here, looking to share information broadly. The highest quality information and disseminate it properly. Our website currently has about 1.9 million citations. In freely available for them, or subscriptions. We select about 200 more references a day. We are constantly building our collection. And I would not be surprised if some of you still have -- Out here, which I'm sure some of you have some questions about, but we can answer them at the end. Our database is widely used. On a public thing alone. There are 12 million searches by year. Is the record for -- Show how often it has been cited. The answer to that is no. In a few minutes, we are talking about something that has been cited, I know many journals have that which we unfortunately do not have. There are three things. How much of the -- Has been digitized. The answer is close to 100%. It was created back in the days of microfiche. It was a very different time. So Eric did not get permission for people to display from authors to display their work. Digitally. We only got permission to display it in microfiche form. We make that available. We were going to be successful and useful in searchable. We are currently having as much as possible. Which are Medicare's. And I can point out a lot of research. I went to talk a little bit about what you index. Governs what is in Eric. I think the final version is coming later this month. Fairly similar for that final version. There have been some major changes working. The selection establishes the collection, and development goals and defines the vision and priorities for sources to index. The first thing that we do is make sure that each source approves education learning is a really broad field. We want to make sure that we are inducing work that is about education and learning. While it is not a requirements, you are unlikely to approve the source. If it's not peer-reviewed. Symptoms if they are not peer-reviewed, we generally look to add them to the full text for us to index them. From non-terminal sources such as research organizations, state and recent offices. And technological providers. The reason that so much education research is done by small research labs and is published in the literature. We want to capture that literature and make sure that it widely available. Those are the most rigorous and relevant contemporary issues in policy and practice. So including -- Eric is used widely

around the world. And many of our local partners want to have their work in -- Over half of our users are international. We want to make sure that what we index in Eric is open to everyone. And serves your needs. But we need to prioritize the needs of educators and policymakers in the United States, because we are aware of -- Okay, so that was a lot. So that's what we look on as we build our collection. So now, in the first criteria and topic areas. I've included them in our slide. With a graphic that shows how often people access work in each topic and how many sources are available in each topic. In first, a caveat. These topics may not be the way you or I would necessarily get education. We were named in -- Based on the historic Eric clearinghouse is. So, this is what Congress has asked us. So what we like to hear is that we have a lot of sources. A little over 2000. Are most popular topics are education management, teaching education. Higher education. And information and technology. Eric tries to balance sources for the index, relative to -- But some areas just have a lot more content available. And a lot more demand. C will be using the terms material research, but what does that really mean? So Eric has five main types of content that we index. We index -- Most of them are peer-reviewed publications. We do analyses, such as think tank papers. Policy information. Congressional reports. Federal, state and local agency reports. So, you assume the local education agency is known as school district, depending on where you are. And Congress is meeting publications. I want to make a special effort to capture the work done. Because so much high-quality research is being done in the field. It often is just buried on the district -- We want kids in Nebraska to be able to learn the -- The research to get lost. On these district websites and become inaccessible. Now, we are going to go back to the Eric website. And we are going to look at what journals we can use. Okay, so, I went to the center and I collected journals. And I went to search by topic or browse by topic. In here, you can see our 16 topics. And I found it easier to demo, see you can see what the topics are. So, we get into one of our smaller topics. We can see the journals that we have. As well as the non-journal centers that we index. This can give you a sense of what is indexed. And what we would not expect you to browse. You can see all of the work that is you know, we have indexed from the community and College Journal of practice. And all the work or one particular source. And relatively, you are not the only outside source. But it may be helpful if you are trying to get a sense of what types of articles appear in different sources as he tried to figure out which publication and author might want to publish that. So if an author is trying to shop around the paper and find the right journal for that paper. Rousing the source is a really good way to get a sense of what types of articles are in a particular journal.

Okay, so, now, we are going to switch. And we are going to talk about the fields in Eric. And I am going to use this info graphic that we put together. And I find this to be incredibly useful. You can play with the multimedia. I am going to show you at the very end. So here is the -- Going to get you all the potential fields. Where it takes you to these definitions. So you can see in here, all of these different definitions of what the titles are for you to understand, looking at -- So I'm going to have, just a few PO's here that are especially helpful. As I mentioned in the beginning, we start with the title, and the authors. And then, you have the sourcing, the abstract. The peer-reviewed status, and the ability to download -- On the publishers website for fulltext. And a bit more information about the publication. If you scroll down here, you're going to get some of our very rich metadata. That we standardize the control category. So you have the location deal, which has state and sometimes city. You have -- Policies and programs, which have major legislation. You have the assessment and surveys. Then, really hope you find better results. Then, we have the grant contract. And what we highlighted, it will take you to a link of the page on the website, that has a summary of the grant, the data, the other publications, see you can get the full picture, the full body of work. Then, you have a link to the IRS public. It links the data file. Where you can download the data. As available. The underlying data that the study uses. Or just using the data for your own work. IES publications. So it means, we are the publisher of this. We have a link to our website. And here, you can find infographics, videos all of our supporting products. Under here is if you are not under -- The first is higher potential, with the city review. So this is a measure of the quality of

the internal validity of the study. And a link to the study page where you can get a whole bunch more information. If you are not familiar with what we are looking at, I highly encourage you to join me again for another one of these presentations about a month on the clearinghouse. I believe Jeannie is going to be putting a registration information in the chat. Or you should be able to see sometime in the next time in the next week or two. And the last thing is, this field of are there other I am publications that have cited this paper? what I alluded to earlier, we have some information about whether or not other work has been cited, but you may not find this to be, you will not find this to be as helpful as the publication on many other journal websites. In every field, it's not populated for every record. There are often cases where it's going to be really helpful. So now, we are going to go to what I call the backbone of Eric. Which is also commonly referred to as descriptors. Going to go back here. All right. The thesaurus. I am going to get a browse thesaurus. All right, so the Eric thesaurus is controlled with Kepler. And has more than 4500 descriptors and 7000 sentiments. All of the records in Eric have three or more descriptors that best describe the content. There are also synonyms. These have the same meaning of the descriptors and they are used behind the scenes, but not here on the records themselves. You can search the thesaurus. First, we want to browse it. See you can see, these are general categories. And it's a hierarchical list. So let's go with reading. As we click reading, you will see that there's a lot more narrow terms under reading. So I'm going to choose literacy. We have a brief scope note. For the category that is in. We know that is in reading. The option to collect, and search the descriptor. You can go to broader terms, if applicable, narrower terms. Synonyms. And related terms. Okay, so let's go ahead and select the narrower terms on emergent literacy. And we can see that this is the broad term instead of synonym literacy. You can see related terms and find the best term or set of terms to use. All right. Sent I have given you an overview of the types of terms that we index. What we are going to do is go through three examples and tips and best practices for researchers. Okay. So, first, let's say a user emails you and says, I want to find -- To tamper on early. So you go to our homepage. And let's think about how to practice search. So, we know that Betsy is in -- So I generally, because people publish, sometimes people use nicknames or publish under their initials. Almost always recommend just using the author's last name. So we say let's try it out. While, the problem with Betsy's last name is that wolves are animals and people are talking about sharing the world with wolves. So, we see this a lot of times when people have last names that are also titles and abstracts. So, we also have a common problem with the name young. That is a big one that causes a lot of issues. So, what we want to do is go to that advanced search tips. And you are going to see the author. So what we are going to do, author, closed. So what you can see is that there are 1410 articles by someone named Wolf. So that is going to show us, we need the narrative. So, we are going to add something about early reading. And I will just go ahead and add the search. But we also use the emergent literacy descriptors. But in this case, I would just try early reading. And right here is the setting that we are looking for. This paper is an evaluation of the reading program. In Idaho. And so, we found the record. We can see -- And if you scroll down, you can see the meditators are sold out. By the center for research and reforming education. And the identifier is Idaho. You can see here, that the descriptors that are used here and in this case, emergent literacy will not have been the right descriptor to use. That one got us here. Is on early reading as opposed to literacy. When somebody says early reading, I recommend at least trying the easy way for them. However, person and paper. And you have the study. In this case, Eric has permission to display the links to full-time. All right, so we are going back to number two. On English learners in Ohio. This is the case where the language has -- So we now have English learners. So I am going to search for English learner. As the thesaurus. You can see, the preferred term now is English language learner. So we are going to search the selection for English language learner. So now, I need Ohio. So I would need the location. And we get location again from here. The location, Ohio. It's only one word. You don't have to put it in quotes. We have 56. If you go to children's garden and reference, you look here, and there is no Ohio. If you are an identifier, there is no identifier. So you have to go to the full text of the setting to

know that the study was done in Ohio. And if we had just put Ohio on the search box. Similarly we see on the metadata, somebody talking about Cleveland, which is a city in Ohio. But the word Ohio does not actually appear. So would not appear if you were just to do the search. That's funny, this looks like the same study. What's going on here. The Institute of -- Like all federal research agencies have the policy where our grantees are required to make the findings of our research publicly available. So for many of our -- This is a little bit weird, because it's recent. But nobody has -- The PDF download right away. And the general version would not have the PDF available. So in this case, this will have the second one will have the PDF available right away. And this journal has given us another version of that PDF right away. So if we are to see both. Sometimes, they are slightly different versions. We are going to do our last full walk-through. Let's say someone asks you, I want to find the latest research on the impact of student learning laws. That is not the best fit to use. Like most other databases, only against the general article. So they may be online first for several months. Or close to a year before they are officially published in the metadata. It may take another month or so to get on our website. When you finish the research, to getting the best on it, there's often some of the two years from them. When someone finishes a paper to when it is officially published. So, the latest publication, the latest journal articles. Any database is not going to be the best fit. Especially because COVID is so new. So it would be good. Because there's no greater source of literature than Eric. Cutting edge topics like this are really helpful. Especially since things like conference papers are going to show up in Eric very early. Like you will see in the journal literature. So let's get your best search. We know that there are so many different words for covered. You've COVID, COVID-19. Siliceous go to the thesaurus. And type in COVID and see what we have. All right. There is a term for this. COVID-19. This is going to make the search a lot easier. So now, as you can tell, with English learners, there's a disability area where the language changes a lot. And people know that there are a lot of synonyms. Select type in students with -- All right, we see students with disabilities is our thesaurus term. So, let's put in the terminal for learning laws. So why would I want you descriptor turn here? it is because a lot of people use politically incorrect language and learning laws is so charged here. You learn finish learning, and a lot of pleasant language that is really helpful to have a standardized term. So, let's just see if we have the learning laws. And no. That's not here. So let's try again. Let's try achievement, see what we can get. And we see achievement gains. This might work. But when I click on 10, the definition is imperfect. What we are going to do. We're going to look at a different one. So I am going to go back and I am going to search the collections. You can see if there is a paper. And I see, okay, this meta-analysis impact. Related to achievement. In this article seems like exactly what the types of articles I won learning laws. When I look at the other descriptors use, I think they're using the same academic achievement. So, we are just going to try to use that. Let's use descriptor. So when I type in descriptor, academics achievement. Descriptor this would be a good starting point to look for and get a sense of what is available. Now, this is a good example of how the precise search is, compared to the lazy searches. So, let's say you are doing the Google way of searching. An ideal COVID learning laws. Students with disabilities. So here, I get so many more results. And why? So, the search results, the search engine you have words like this and students. You want to think about how many dreams you have. Using one billion. And blocking things with multiple searches. So what I would do is I would do learning laws here. And then, I would do students with disabilities in quotes. And you are going to see, you have four results. So here, you typically get better and more results when you use descriptors. And what we can do, because you only have three terms is an automatic ending. If you are going and it will search the title with some search fields for this terms. So if you're going to be having more than three, you're going to want to use and in your going to want to capitalize it. Although you don't necessarily need to use or. So that was a lot. And I've been talking for a while.'s I want to stop and see if there are any questions I have come through and kind of just check in to make sure that people are on the same page. So we have a question. So when you search the descriptor, it automatically includes any heading in terms of hierarchy. That is a good question. So normally, they would be tagged

appropriately. So if you're going to search for something like rating, it would has multiple, all of the parent terms will have been tagged. So we will work that way. Let's see if we have any other questions on the thesaurus before we go. Oh, I see. Is this presentation being recorded? Yes, and I believe we will be having this come out tomorrow. Most likely tomorrow. Okay, so we have a question that was earlier. Is there a way to view all of the options for each field. Yes. So, is there a way to see a users guide. To see exactly what each option is in the answers, no. It will be incredibly helpful. And so while I do not have that today, I have what I demoed earlier, and I can put in the chat. It's a feeling something that we will look to put out in the future. I think that would be really useful. All right, so now, what we are going to do is we're going to try to finish up. And okay, so sorry. One more question that I'm going to answer really quickly. And going to go on to this. So which fields are automatically researched for in the search box. It is title, author, source, abstract in descriptor. If you click on advanced search system in Eric, this is hold in the first sentence. Inso, this covers about 90% of what you want and where people would want to search. The only way of trying to do this is really powerful. May want to go into the specifics. So no, I'm going to talk to something that when we registered, we asked which version of Eric people use. To they use the free version or the third party providers? and a unique aspect of Eric is it will make all of our data available to the public, and they can use it in any way that they want. Most frequent uses are research for third-party providers such as the celebration of our database. And they provide a great product, as to the other ones. This is just one that I mentioned as a user. And there are often benefits with third-party sites. And of course, we are going to put out that I have a huge buy in. I at least want to give you my.

Okay, so the Eric website is completely free to all of these websites. Anyone, anywhere can use it. Third-party which many will lose access to their assistance resources when they graduate. And they want our users. This all have access to Eric and can use Eric when they are trying to use information. Second, while I demoed a lot of advances earlier, and when people were better than the research box, the general search box does work quite well for basic users. Many users find it more inclusive than traditional but more precise researching. This works really well for about 90% of what people are looking for. We are working to improve. To develop from a few weeks to a few months, to want to hit the databases. So if you're looking for something timely, Eric is often going to have many more recent searches than we are able to make available. Lastly, not all subscription databases make data searchable. So many of them just don't use all of our metadata. Which for me is fine. You may lose access if you are not using the Eric search. So I know, I'm talking to an audience and I can see many of you are likely to love these subscription databases. In the public version is not perfect. It may not be your preferred version. But I do want to encourage you to try it out. Especially if you work with students. Try to make it familiar to them, because it may be their best or their only option available after they graduate. So now, I'm going to shift gears to talk about our research topics. I want to talk to you about our API. So Eric makes all of our metadata available to the public. It can be used for the public that they want to download. Familiar records in the API. And the API was originally designed to bleed into apps. And digital content. So we realized that there are a couple really interesting features that our researchers can view. And we want to briefly share how I used mine. See you can tell researchers that you work for how they want to reach this. So the first way is they are using the Eric data itself to do data researching and they are using a link in Eric data through software packages and then they are doing studies like what topics are most popular and how have the fields change over time. So can be a really great database to use for your research. If you need a code, we are happy to share how we are pulling in the Eric data. The second thing is, using a spreadsheet. The second thing has saved my researchers so much time. We really work with the data. The number of times that we have done this has been very useful. It takes about five minutes. But the number of researchers that I do have have been really surprising to us. So I'm going to share my desktop again. We're going to go back to Eric. And we are

going to put in API. See you will see some instructions and resources. This video is going to show you essentially what I am doing. And this video will also be helpful. For researchers, this is a field guide. We're going to begin by clicking the cast. Explaining how you can do things to get the right call. What we are going to do is the same search using the descriptive English learner. Something to note is that the API looks for slightly different terms. See need to slow down. And for the word descriptors, we use subject. And then, for the location, and identifiers to you, we are going to scroll down here. English language learners. So I want to add -- In here. To make sure that the results have terms. Which they should. The API is more precise with what you need. With the four, he went to UCSB. You want to type in UCSB. And not capital. The number of times that you have with the API not working. So we know from our previous search, 56 records in our search. The default of API giving us 20 results. We can bump it up to 2000. And if you need more than 2000 records, multiple searches. And we just search to do a loop. I think we are all set. Scroll down and hit -- If this works. You can see a whole lot. This is the request URL to get this for our researcher and you are helpful with our employee in APR. So now, what we do is go into Excel. You browse. Browse all files. Download. It's okay that it is match. You eliminated. Limited for,. You finish. We should see 57 Rhodes. 56 search results. You can customize what fields you want. To get into the search results.'s you can put there are specific fields that she would want. For field, you can type in the box that you want. If there's additional fields that you want. Sometimes, it's really helpful when I am pulling specific things that you might want them to draft for the URL. One source there pulling on. So, this is a lot of information. And is a wrap up in transition to the Q&A portion, we want to show you a few ways that you can get some more information. First, I think you said here, the top. There's a whole lot of questions and answers. There are videos embedded in your. And infographics. Then, if you scroll down here to the multimedia section, you can see a lot of different videos on all different graphics. This can be really helpful. Lastly, you can always contact the helpdesk by looking here. And lastly, you can contact me. My email address will be appear. All right. So I know that was a lot. I will also forward any questions that you guys have. Let's see what questions you will have.

Erin, I saw a couple questions in the chat. I was not sure if you had answered it or not.

The answer is, as much of it has been digitized as possible and we are always working to do more. We don't have the exact percentage. I would expect to see a lot more to come available very very soon. Because of COVID, microfiche, because of Social Security numbers, you cannot bring the microfiche home. So we have had people in the room, checking the microfiche. So it's been a long time to get them back in the office. They are finally back, looking at the microfiche.

Another question. I'm not sure how to answer this one. So for this one, I cannot find a page with options for the field.

Yes, we do not have that available. But we are going to look at it in the future.

Okay, another question. For the API field, do you want the URL field to be in the file. They already appear in the CSD file.

Yes, it should be. And I don't know if there's a way to, there's probably a way to eliminate that you don't have all of the same standard fields. But I do think they all show up.

Another question, are there more records for ERM share? If not, is there a way to get link results or responding to your questions?

I am not familiar with Mart records. So what this means is, if you are involved with what you are referring to, yes. Google it, and to this virtually. We put our data out there. And other programs are more than welcome to use our data as they want. They, if you want to ingest Eric's data, and make it part of your catalog, we don't have a specific partnership with to do this easily. Set really depends on if it's a helpful answer. But if you follow through the helpdesk, they make a typo on the screen. They can help give you a lot more information. Because they are the ones that do this on a day-to-day basis.

Another question, what was the citation that you mentioned, using the API. Will that be a future webinar?

We did a webinar on this maybe two years ago. And I have archived it out. So that it's in the, I'm going to first put a video in here. And then, and going to put the link to the webinar that we did. And we, let me see. I'm not sure which one is which, but those come in here, in these are really helpful. And making sure that I'm sharing the right one. It was originally a screen share that we did in the early days of COVID. The contractor had it. All right. Yes, so these are two videos that you can watch that one in the video and one of the webinar.

Okay, if you guys have any more questions, feel free to chat at the bottom of your screen. If you have already chatted in a question, please chat in again and make sure that you are trotting as a participant. And while we are waiting, we just want to give you the heads up, we have another webinar being presented by Erin on June 14th from 2:00 to 3:00 p.m. Eastern time. It has not been announced yet but will be coming out Friday or Monday and you can find more information on it on the SDLC events. Am going to put that in the chat box again. And Ashley, if you can send out the satisfaction survey. So while they are doing not, and we are waiting for any last minute questions, we want to let you know that a couple webinars we have coming up. The United States Holocaust Memorial Museum database for Holocaust survivors on May 17th, 2022. Exploring the federal government resources for celebration. May 24th. It looks like we have a couple of questions. Will the PowerPoint from today's webinar be shared by email with the attendees? The answer to that is yes. It might take a day or two. You will see an email that has a PowerPoint with the satisfaction survey, and a link to the recording. So Lori, well the news and events page also post the recording? The answer is no. They have the recordings on the news interventions teams. If you sign up for the webinar and you are not able to attend, that's okay. A lot of people do that, and after the webinar, you can email for the recordings. Or you can bookmark the page. [Event has exceeded scheduled time. Captioner must proceed to their next scheduled event. Captioner is disconnecting at 12:00pm PST]

[Event Concluded]