Contact Information

- Tom Schmiedel
- Room 103 Haas Library
- 203-837-9141
- schmiedeltf@wcsu.edu
1. Library Homepage > databases

2. Off campus access/login

3. Research: literature research, empirical research

4. Publication formats

5. Journals, peer review

6. Article components/organization

7. Databases: subject content, publication formats, functionality

8. Subject databases
   a. Education Research Complete initially, then others later.
   b. Searching, refining results
   c. Obtaining the article full-text, various options
   d. Database tools
   e. Citations

9. Do some searching

10. Questions
Research …

• **RESEARCH Part 1: Empirical Research.** When presenting one’s research, faculty generally discuss their research in terms of what they have done in an “experiment” (intervention) or what they have observed (descriptive).

• **RESEARCH Part 2: Literature Search.** Additionally, a critical piece of research involves gaining awareness of what others have done related to the topic. One manner of doing this is by reading research articles, located in scholarly journals.
Research ...

- **The LIBRARY** plays a role in that it subscribes to these journals and makes them available to researchers. There are thousands of journals.

- It would be impractical for a researcher to obtain every journal and examine the table of contents to locate relevant articles. The library subscribes to **Databases**, tools that organize resources in a way that helps researchers find information quickly.
Databases by Subject
Off Campus Access

Sign in with your ID. Community Colleges: eight digits only; Universities add your suffix (e.g., @ccsu.edu or @wcsu.edu)

schmiedeltf@wcsu.edu

Password

Sign In

Forgot User Name  Forgot Password

Unlock  Reset Password
Education Research Complete
Resource Type – Information Categories
1. Princeton Review
2. Anxiety and Depression Association of America (non-profit)
3. Teen’s Health (non-profit)
5. Brown University
6. Mayo Clinic
7. Study Guides & Strategies (private party)
8. Anxiety Disorders Association of British Columbia (non-profit)
9. Educational Testing Service (ETS)
10. Mometrix (publisher)
Information Categories

• Internet & Media: news sites, various social media, blogs, tweets, etc.
• Books, periodicals (journals/magazines/newspapers), dissertations, conference proceedings, reports, instruments, interviews, and more.
• Print, online, video, audio, etc.
• Government, academic, business, non-profit, personal, etc.

• Scholarly versus Popular
• Primary, Secondary, Tertiary
Written Record

**Primary**
First hand accounts, original work, quantitative, qualitative, empirical studies

**Secondary**
Descriptions, interpretations, explanations of primary research

Everything written about *test anxiety* as it pertains to *students* in *elementary education*

Popular Writing (New York Times, Newsweek, novels, etc.)

Scholarly Writing (Review of Educational Research, Elementary School Journal, etc.)

**Formats**
- "Magazine" - Articles +
- "Journal" - Articles +
- Books & Book Series
- Conference Proceedings
- “Web” resources
- And More
## Scholarly vs Popular Writing Characteristics

[http://www.library.georgetown.edu/tutorials/scholarly-vs-popular](http://www.library.georgetown.edu/tutorials/scholarly-vs-popular)

<table>
<thead>
<tr>
<th>Scholarly</th>
<th>Popular</th>
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<tbody>
<tr>
<td>Articles written by experts: often professors</td>
<td>Articles written by non-specialists</td>
</tr>
<tr>
<td>Articles often go through a peer review process: independent experts evaluate the article before it's published</td>
<td>Articles are reviewed by an editor, but not by a panel of experts</td>
</tr>
<tr>
<td>Articles have footnotes and bibliographies</td>
<td>Articles may or may not mention sources in the text</td>
</tr>
<tr>
<td>Minimal advertising, graphics, or illustrations unless relevant to the article (for example, art journals)</td>
<td>Extensive advertising, lavish photos, colorful cover to market the magazine</td>
</tr>
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</table>
Scholarly vs. Popular Journals

**Scholarly**

International Journal of Educational Research

**Popular**

Chronicle of Higher Education

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International Journal of Educational Research

See also Elsevier Educational Research Programme home

- Supports Open Access
- Editor-in-Chief: Allen Thurston
- View Editorial Board

The International Journal of Educational Research publishes research manuscripts in the field of education. Work must be of a quality and content that the Editorial Board think would be of interest to an international readership. The aims and scope of the journals are:

* Provide a journal that...
* Read more

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The Chronicle of Higher Education

‘I Didn’t Know How to Ask for Help’: Stories of Students With Anxiety

You don’t have to look far to find them. Here’s what they want you to know.

By Sara Lipka | February 04, 2018 | Premium
Primary & Secondary Articles/Publications

Primary (mostly)
Journal of Educational Research

Secondary
Review of Educational Research
Research
Research Cycle

1. Observations
2. Questions & Reading
3. Hypothesis
4. Materials
5. Methods or Procedure
6. Data Collection
7. Analysis
8. Discussion
9. Conclusions
Empirical Research

1. Problem – What are you trying to figure out? Write this in the form of a question.
   
2. Hypothesis – What do you think you are going to find out?
   
3. Materials – List the materials you will use in the experiment.
   
4. Procedures – Make a detailed list of the steps in your experiment.
   
5. Results – What did you observe when you performed the experiment?
   
6. Conclusion – From what you observed, how would you answer your original question?
The Flow of Information

The effects of school-based parental involvement on academic achievement at the child and elementary school level: A longitudinal study

Sara Park and Susan D. Holloway

Pages 5-16 | Published Online 13 May 2015

ABSTRACT

Policy makers view parental involvement (PI) as a crucial component of school reform efforts, but evidence of its effect on student achievement is equivocal. Using the Early Childhood Longitudinal Study-Kindergarten Cohort dataset, we examined the long-term impact on students’-and school-level achievement of three types of school-based PI: PI to help an individual’s own child (private-good PI); PI to improve the school (public-good PI); and PI through peer networking. Hierarchical linear modeling analyses indicated that all three types raised student-level achievement in mathematics but only private-good PI was associated with reading achievement. Public-good PI and parent networking boosted school-level achievement. Public and private-good PI were more strongly associated with student-level mathematics achievement for high socioeconomic status (SES) students: aggregated private-good PI was more strongly related to school-level achievement in low-SES schools. These results provide empirical evidence about the effectiveness of school-based PI, but also suggest a need for schools to explore more effective ways to increase the social capital of low-SES families.
Extended Annotated Bibliography

1. The **descriptive abstract** explains what the article covers and summarizes key points.
   a. Affiliation of the authors (where are the authors from? Credibility of authors?)
   b. Primary Purpose of the Study. Why was the study conducted? Explain the primary purpose of the study and compare this work with others when appropriate.
   c. Methodology: Describe the methodology used to conduct the study. What did the researchers do? How did they do it? With whom/What was the sample?
   d. How were data collected? What kinds of data were collected?
   e. How were the data analyzed?
   f. Findings: What were the findings?

2. The **Statement of Relevance**. Two or so sentences that conclude your paragraph by explaining how this source (study) is related to your topic. Here you are asked to note specific information found in the article that may be useful in determining a solution to the problem you are studying, and/or in designing your study.
Praise for Intelligence Can Undermine Children’s Motivation and Performance

By: Claudia M. Mueller
Department of Psychology, Columbia University
Carol S. Dweck
Department of Psychology, Columbia University.

Acknowledgment: We thank David Krantz, Geraldine Downey, Walter Mischel, Diane Ruble, Harvey Hornstein, Jeremy Goodridge, and James Shah for helpful comments on earlier versions of this article.

Praise for high ability is a common response to a job well done. Whether it is on the sports field or in the classroom, nothing seems more natural than to commemorate individuals’ achievements by applauding their abilities in some way. It is thus unsurprising that this type of praise has been widely accepted as a popular tool in the development and maintenance of individuals’ academic achievement motivation, behaviors, and strategies (Brophy, 1981, Koestner, Zuckerman, & Koestner, 1987, Schunk, 1993, 1994, cf. Delin & Baumeister, 1994, Kanouse, Gumpert, & Canavan-Gumpert, 1991).

Praise for intelligence, in particular, has been targeted as playing an important role in children’s perceptions of their ability and motivation to succeed. In one striking example, 85% of the parents polled in a recent study believed that praising children’s ability (i.e., their intelligence) when they perform well on a task is necessary to make them feel that they are smart (Mueller & Dweck, 1996). Indeed, some child-care experts claim that increasing children’s beliefs that they “have the capacity” in this way will turn on [their] “go-power” and help motivate them to learn (Briggs, 1979).

In essence, one can identify a lay theory of achievement motivation in which praise for intelligence makes children feel smart and feeling smart, in turn, motivates learning. Thus, while conventional wisdom for parenting may tell adults to criticize the behavior but not the child, lest children learn to label themselves negatively (Briggs, 1970), the conventional wisdom for praise is quite the opposite. The more we label children as smart, the greater will be their enjoyment of and motivation for achievement.
Databases
Databases
(also called article databases, index or index/abstract databases)

- **Education Research Complete**, Education Resources and Information Center (ERIC), PsycINFO, PsycARTICLES, Academic Search Premier, ProQuest Dissertations, Google, Google Scholar, ...

### Getting the actual article

- Some databases
  - (a) provide the actual article within the database
  - (b) link out to the article somewhere outside of the database
  - (c) do not provide the article (in which case one needs to use interlibrary loan ILL)

- Don’t forget to get the citations
Databases
(also called article databases, index or index/abstract databases)

• Articles are indexed in databases fields.
  • Index of words/subjects in back of a book
  • Index of authors in back of a book
  • Index of images in back of a book
  • Subjects, authors, images are some of the database fields

• Generally, one searches using words or terms in fields: abstract, title, keyword, topic, subject, and author are some possible fields.
“Controlled Vocabulary”

• Agreed upon terminology to describe/identify areas of interest
• Professionals read the articles and apply terms to them
• You can learn the terms appropriate to your topic or area and use them to search
Education Research Complete

https://www.ebsco.com/products/research-databases/education-research-complete

Content Includes

- Full text for more than 1,300 education journals
- Full text for more than 530 books and monographs
- Full text for more than 2,300 education-related conference papers
- Indexing and abstracts for more than 2,400 journals

Comprehensive Coverage

_Education Research Complete_ covers the areas of curriculum instruction, administration, policy, funding and related social issues. Topics covered include all levels of education from early childhood to higher education and all educational specialties, such as multilingual education, health education and testing. This database also includes full text for books, monographs and numerous education-related conference papers.
Databases

database fields differ from database to database
Default Settings – Initial Results
Refined Results (made two changes, peer reviewed, not searching in full text)
Refined Search, using two search boxes
Refined Search, * and alternate terms
Refine search, search in Title field
Refine search, Thesaurus
Obtain Full text
PDF or Journal Finder
Test anxiety and United States Medical Licensing Examination scores.

Authors: Green, Michael; Argoff, Nancy; Encarnacion, John


Document Type: Article

Subject Terms: *Psychology of medical students
*Test anxiety
*MEDICAL COLLEGE ADMISSION TEST
*Graduating & passing (Students)
*Professional licenses
*Examinations -- United States

Abstract: Background: Many medical students experience test anxiety, which may impair their performance in examinations. We examined the relationship between test anxiety and United States Medical Licensing Examination (USMLE) step-1 scores and determined the effect of a test-taking course on anxiety and USMLE scores. Methods: We randomly chose second-year students to take a test-taking strategies course (cases) from among volunteers. The remainder of the class served as controls. We measured test anxiety with the Westside Test Anxiety Scale (with possible scores of 1-5). The cases completed the Westside Test Anxiety scale at baseline, after completing the course (4 weeks) and again after

taking the USMLE step 1 (10 weeks). The controls completed the instrument at baseline and after taking the USMLE step 1 (10 weeks). Results: Ninety-three of 101 (92%) students participated in the study. The baseline test anxiety score for all students was 2.40 (- SD 0.63). Test anxiety was inversely correlated with USMLE step 1 scores (p < 0.01, adjusting for Medical College Admission Test (MCAT) scores. The test anxiety score of the participants decreased from 2.79 to 2.61 after the course (p = 0.09) and decreased further to 2.53 after the USMLE (p = 0.02), whereas the scores of the controls increased. The mean USMLE step-1 score was 234 for the cases and 243 for the controls (p = 0.03). Discussion: Test anxiety is inversely correlated with USMLE step-1 scores. A test-taking strategy course modestly reduced anxiety, but did not improve USMLE scores. More robust interventions that achieve greater reductions in test anxiety may improve test scores. (ABSTRACT FROM AUTHOR)
Does test anxiety increase as the exam draws near? – Students’ state test anxiety recorded over the course of one semester.

Authors: Lotz, C. Lott@uni-kaernten.ac.at
Sparrw, J. R.


Abstract: State test anxiety (STA) assumingly increases as an exam draws near. However, only few studies (with short time intervals or just two measurement points) seem to confirm this assumption, especially the longer-term STA-course remains unknown. The present study investigated N = 192 college students’ STA over the course of one semester with four measurement points. STA-assessments at the first, third and fourth measurement point referred to the final obligatory exam, the second to an unmarked mock exam. Regarding the final exam, the students chose from two dates two months apart. A 2 (early vs. late exam date) × 4 (measurement point 1–4) mixed ANOVA revealed a significant main effect of the exam date, indicating higher STA for students choosing the early exam, and a significant main effect for the measurement points. Planned contrasts indicated an overall STA-increase with a peak directly before the exam and an expected STA-drop at T2 (referring to the mock exam). Criterion validity was evidenced by substantial convergent correlations between STA and trait test anxiety (worry, emotionality). The psychological and educational relevance of the results is discussed. [ABSTRACT FROM AUTHOR]
Interlibrary Loan (ILL)
Interlibrary Loan (ILL)
Document Delivery
When there is no PDF available

• **Get It Now:** faster, matter of hours; cost to the library is higher; check coverage dates, not always available. Use if you need it quickly.

• **Interlibrary loan (ILL):** slower, usually 1-3 days, cost to the library is lower, almost always available. Use if you can wait a few days.
Journal Finder: Other things you might see

We have a subscription to the journal.
Journal Finder: Other things you might see.

Journal Finder did not locate the journal correctly.

Title Search Results

You searched for:
Educational Psychology
Issn: 01443140 Date: 20180101 Vol: 38 Issue: 1
"Test anxiety and learned helplessness is moderated by student perceptions of teacher motivational support..." p.54

Educational Psychology in Practice
ISSN: | 0266-7363

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Other Libraries

Educational Psychology Review
ISSN: | 1040-726X | 1573-336X

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Other Libraries
Journal Finder: Other things you might see

Journal Finder could not find the specific journal

**Title Search Results**

I did not find any titles that match your search.

If you wish, you may request any article through Interlibrary Loan or search for this journal in the catalogs of other libraries.

There could be as many as 2075 titles that begin with or 2308 titles that contain the first few words of your search criterion ("International Journal of").

**User entered:**

[International Journal of Inclusive Education]

**I searched for:**

[International Journal of Inclusive Education]
Thesaurus
Thesaurus
Thesaurus: Initial Results
Thesaurus: Refined Results
Ebsco Combined Databases
Education Research Complete
Default Settings – Initial Results
Ebsco Combined, Default Settings
Initial Search Results
Ebsco Combined
Refined Results, Peer reviewed, not in full text
Ebsco Combined, Refined Search, multiple search boxes, alternate terms, title field, English
Ebsco Combined, Results in each Database
Interesting to see results in Academic Search Premier, most popular journals deal with cardiology.
PsycINFO: These details come only from this database
APA Citation Style
http://libguides.wcsu.edu/styles
Publication Manual of APA in WestSearch (Library Catalog)

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Purdue OWL

https://owl.english.purdue.edu/owl/section/2/10/
In Text Citations

Online Writing Lab

In-Text Citations: The Basics

Summary:
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (6th ed., 2nd printing).

Contributors: Joshua M. Peirz, Elizabeth Angelis, Jodi Wagner, Elena Lawnick, Kristen Moore, Michael Anderson, Lars Soderlund, Allen Brizée, Russell Keck
Last Edited: 2013-11-23 08:31:11

Reference citations in text are covered on pages 169-179 of the Publication Manual. What follows are some general guidelines for referring to the works of others in your essay.

Note: APA style requires authors to use the past tense or present perfect tense when using signal phrases to describe earlier research, for example, Jones (1998) found or Jones (1998) has found...

APA citation basics

When using APA format, follow the author-date method of in-text citation. This means that the author’s last name and the year of publication for the source should appear in the text, for
Purdue OWL
Reference List - Electronic Resources
Contact Information

• Tom Schmiedel
• Room 103 Haas Library
• 203-837-9141
• schmiedeltf@wcsu.edu