Contact Information

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

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Password

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Unlock
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Education Research Complete
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 and Popular Resources
• Primary and Secondary Resources
Written Record

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

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

Secondary
Descriptions, interpretations, explanations of primary research

Formats

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

Scholarly Writing (Review of Educational Research, Elementary School Journal, etc.)
## 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>
</tr>
</thead>
<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>
</tbody>
</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 educational. 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 to:
- Provide a journal that...
- Read more

*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*
Primary & Secondary Articles/Publications

Primary (mostly)
Journal of Educational Research

Secondary
Review of Educational Research
Research
# 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

Empirical Research

http://www.tandfonline.com/doi/full/10.1080/00220671.2015.1016600

• ABSTRACT
• Literature review
• The present study
• Method
• Results
• Discussion
• Conclusions
• References
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
- Grading & marking (Students)
- Professional licensing
- 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 strategies 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 1-6). 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 2.48 (SD 0.63). Test anxiety was inversely correlated with USMLE step 1 (p = 0.024, 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 = 0.009), 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 = 0.93). Discussion Test anxiety is modestly 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: Lott, Christine1, lott@uni-soestland.de
Spartwel, John R.1


Document Type: Article

Subject Terms: *Test anxiety
*Psychology of college students
*Educational relevance
*Correlation (Statistics)
*Analysis of variance

Abstract: State test anxiety (STA) increasingly increases as an exam draws near. However, only few studies (with short incompletes) evaluate the test anxiety course remains unexamined. The present study investigated N = 190 college students STA over the course of one semester with four measurement points. STA assessments at the first, third and fourth measurement point related to the final obligatory exam, the second to an unannounced mock exam. Regarding the final exam, the students chose from two dates two months apart. A 2 (early vs. late exam) x 4 (measurement points T1-T4) 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 (score, emotionality). The psychological and educational relevance of the results is discussed. [ABSTRACT FROM AUTHOR]
Title Search Results

You searched for:
Personality & Individual Differences
Issn: 0191-8869 Date: 20170101 Vol: 104 "Does test anxiety increase as the exam draws near? â€“ Students' state test anxiety recorded over the course of one semester." p. 397

Personality and Individual Differences

Alternate Titles: Pers individ differ | Person individ Diff

Sources

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• 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

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<table>
<thead>
<tr>
<th>Title Search Results</th>
</tr>
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<tbody>
<tr>
<td>I found 1 title that matches your search.</td>
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You searched for:
Psychological Reports
Issn: 0033-2941  Date: 20121201  Vol: 111  Issue: 3
"STUDENTS' PERCEPTIONS OF SCHOOL CLIMATE AND TRAIT TEST ANXIETY.."  p.761

<table>
<thead>
<tr>
<th>Psychological Reports</th>
</tr>
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<tbody>
<tr>
<td><strong>ISSN:</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Sources</th>
<th>Article</th>
<th>Full-Text Begins</th>
<th>Full-Text Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGE Publications</td>
<td>v.111 no.3 (20121201) pg.761 &quot;STUDENTS' PERCEPTION..&quot;</td>
<td>1/1/1999</td>
<td>Current</td>
</tr>
</tbody>
</table>

Print Holdings in Ruth A. Haas Library
v.1(1955)-v.113(2013)

Place an Interlibrary Loan Request
Other Libraries
Journal Finder: Other things you might see

Journal Finder did not locate the journal correctly
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 / Controlled Vocabulary
Thesaurus: Refined Results
Ebsco Combined Databases
Education Research Complete
Default Settings – Initial Results
Ebsco Combined, Default Settings
Initial Search Results

Search Results: 1 - 10 of 69,482

1. Testing Faith: An Investigation of the Relationship Between Prayer and Test Anxiety
   College student test anxiety is currently a problematic phenomenon that has been shown to impact scholastic performance. The current study explored the use of Christian prayer to lessen college s...
   Subjects: Religious life of college students; Meditation; Test anxiety; Christian prayer & devotions; Heart beat
   Academic Journal

2. The Impact of Speaking Component of an Institutional Test on Bilingual Students' Anxiety Level
   Full Text from ERIC, Database: ERIC
   The aim of the current study was to investigate whether bilingual university/college students may have speaking test anxiety. Additionally, it was examined whether there were differences in anxiety.
   Subjects: Bilingual Students; College Students; Test Anxiety; Gender Differences; Language Proficiency; English
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
APA Citation Style

http://libguides.wcsu.edu/styles
Publication Manual of APA in WestSearch (Library Catalog)
Purdue OWL

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

In-Text Citations: The Basics

APA Style
APA Overview and Workshop
APA Formatting and Style Guide

In-Text Citations: Author/Authors

APA citation basics

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...
Purdue OWL
Reference List - Electronic Resources
Contact Information

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