Contact Information

• Tom Schmiedel
• Room 103 Haas Library
• 203-837-9141
• schmiedeltf@wcsu.edu
Library Homepage
Databases by Subject
Off Campus Access

To log in:

1. Use your Network ID plus @wcsu.edu (EXAMPLE: smithj005@wcsu.edu)
2. Use the same password as your WCSU email and other WCSU network logins

Network ID@wcsu.edu
Password
Login
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)
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

**Popular Writing** (New York Times, Newsweek, 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

<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>
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</table>
Scholarly vs. Popular Journals

**Scholarly**

*International Journal of Educational Research*

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**Popular**

*Chronicle of Higher Education*

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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 to:

- Provide a journal that...

---

*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

About this journal
The Review of Educational Research (RER) publishes critical, integrative reviews of research literature bearing on education, including conceptualizations, interpretations, and syntheses of literature and scholarly work in a field broadly relevant to education and educational research.
Research
### Empirical Research

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td><strong>1. Problem</strong> – What are you trying to figure out? Write this in the form of a question.</td>
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<td><strong>2. Hypothesis</strong> – What do you think you are going to find out?</td>
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<td><strong>3. Materials</strong> – List the materials you will use in the experiment.</td>
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<td><strong>4. Procedures</strong> – Make a detailed list of the steps in your experiment.</td>
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<td><strong>5. Results</strong> – What did you observe when you performed the experiment?</td>
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<td><strong>6. Conclusion</strong> – From what you observed, how would you answer your original question?</td>
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</table>
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**.
Subjects or “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, Limit by Subject
Thesaurus Term
Obtain Full text
PDF or Journal Finder
Test anxiety and United States Medical Licensing Examination scores.

Authors: Green, Michael1
          Argoff, Nancy1
          Encarnasia, John1


Document Type: Article

Subject Terms: *Psychology of medical students
                *Test anxiety
                *Medical College Admission Test
                *Grading & marking (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 1-9). 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 (p = 0.04, r = 0.24), 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 = 0.006) and decreased further to 2.53 after the USMLE (p = 0.02), whereas the scores of the controls increased. The mean USMLE step-1 scores were 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 strategies 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, Christin1, lotz@mx.uni-koeln.de
Sparrstedt, John R.1


Document Type: Article

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

Author-Supplied
College students
Keywords: High-stake exam
State test anxiety
Trait test anxiety

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 unexamined. 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) 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 minor significant effect for the measurement points. Planned contrasts indicated an overall STA increase with a peak directly before the exam and an unexpected 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

<table>
<thead>
<tr>
<th>Title Search Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found 1 title that matches your search.</td>
</tr>
</tbody>
</table>

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>
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<tr>
<td>Sources</td>
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<tr>
<td>SAGE Publications</td>
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</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]
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
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

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 Angel, Jodi Wagner, Elena Lawnick, Kristen Moore, Michael Anderson, Lars Soderlund, Allen Britz, Russell Keck

Last Edited: 2013-11-23 08:32:11

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
Thesaurus
Thesaurus: Initial Results
Thesaurus: Refined Results