Searching the ERIC Database for Educational Research Articles

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The ERIC Interface

www.eric.ed.gov
How to Search ERIC

- ERIC will look for your search terms across a set of ERIC fields:
  - Title
  - Author
  - Source
  - Abstract
  - Descriptor (subject heading)
How do you create more specific searches?

- Use quotes to group words into specific phrases:
  - “graphic novels” - “library skills” – “media literacy”

- Use **AND/OR** to limit the search and with parentheses
  - "graphic novels" **AND** reading **AND**
    - motivating **AND** (boys **OR** “adolescent males”)
The ERIC Thesaurus

Find ERIC descriptors in the thesaurus.
What is the ERIC Thesaurus?

- The **Thesaurus of ERIC Descriptors**, or the **ERIC Thesaurus**, are words and phrases that describe ERIC documents by subject.
  - Each term represents a subject covered by ERIC.
Searching the Thesaurus for “Reading”

www.eric.ed.gov

Collection

Thesaurus

reading

Search

Browse Thesaurus

VAASL 2016 Annual Conference – Libraries: Charting the Course
### Eric’s 57 Thesaurus Terms for “Reading”

<table>
<thead>
<tr>
<th>Adult Reading Programs</th>
<th>Reading Ability</th>
<th>Reading Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basal Reading</td>
<td>Reading Achievement</td>
<td>Reading Processes</td>
</tr>
<tr>
<td>Beginning Reading</td>
<td>Reading Aloud to Others</td>
<td>Reading Programs</td>
</tr>
<tr>
<td>Content Area Reading</td>
<td>Reading Assignments</td>
<td>Reading Rate</td>
</tr>
<tr>
<td>Corrective Reading</td>
<td>Reading Attitudes</td>
<td>Reading Readiness</td>
</tr>
<tr>
<td><strong>Critical Reading</strong></td>
<td>Reading Centers</td>
<td>Reading Readiness Tests</td>
</tr>
<tr>
<td>Decoding (Reading)</td>
<td>Reading Comprehension</td>
<td>Reading Research</td>
</tr>
<tr>
<td>Directed Reading Activity</td>
<td>Reading Consultants</td>
<td>Reading Skills</td>
</tr>
<tr>
<td>Early Reading</td>
<td>Reading Diagnosis</td>
<td>Reading Strategies</td>
</tr>
<tr>
<td>Functional Reading</td>
<td>Reading Difficulties</td>
<td>Reading Teachers</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>Reading Failure</td>
<td>Reading Tests</td>
</tr>
<tr>
<td>Individualized Reading</td>
<td>Reading Fluency</td>
<td>Reading Writing Relationship</td>
</tr>
<tr>
<td>Informal Reading Inventories</td>
<td><strong>Reading Habits</strong></td>
<td>Recreational Reading</td>
</tr>
<tr>
<td>Lipreading</td>
<td>Reading Improvement</td>
<td>Remedial Reading</td>
</tr>
<tr>
<td>Music Reading</td>
<td>Reading Instruction</td>
<td>Silent Reading</td>
</tr>
<tr>
<td>Oral Reading</td>
<td>Reading Interests</td>
<td>Speed Reading</td>
</tr>
<tr>
<td>Prereading Experience</td>
<td>Reading Lists</td>
<td>Story Reading</td>
</tr>
<tr>
<td>Proofreading</td>
<td>Reading Material Selection</td>
<td>Supplementary Reading Materials</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading Materials</td>
<td>Sustained Silent Reading</td>
</tr>
</tbody>
</table>
“Related Terms” are other terms in the Thesaurus that may be associated with the subject represented by the Descriptor and may be useful in selecting search terms.
The primary reason that researchers fail to find relevant sources in ERIC is because how they define their search terms is not how ERIC defines the terms.

The “Scope Note” is a description of how the concept is defined within the ERIC literature.
ERIC Thesaurus Search Exercise

How do you define the term “gifted?”
Gifted

Showing 4 results (synonyms in *italics*, dead terms in *strike-through*)

Academically Gifted  Gifted Disabled  Gifted Disadvantaged

Gifted

Gifted

Category: **Individual Development and Characteristics**

🔍 Search collection using this descriptor

**Broader Terms**
- Population Groups

**Narrower Terms**
- Academically Gifted
- Gifted Disabled
- Gifted Disadvantaged

**Use this term instead of**
- Geniuses
- Gifted Children
- Gifted Teachers
- Gifted Youth
- Mentally Advanced Children

**Related Terms**
- Ability
- Achievement
- Aptitude
- Exceptional Child Research
- Inclusion
- Special Education
- Special Education Teachers
- Talent
Thesaurus Search Exercise

- Are you familiar with the term twice-exceptional?

- If you are, what is the meaning of a twice-exceptional student?

- Do a search of the ERIC Thesaurus to determine if the term is a descriptor.

- If the term is not listed as a descriptor, can it be searched for in ERIC? title:twice-exceptional
Twice-Exceptional Title Search Results

1. Computer Use and Behavior Problems in Twice-Exceptional Students
   - Alloway, Tracy Packiam; Elsworth, Miquela; Miley, Neal; Seckinger, Sean – Gifted Education International, 2016
   - This pilot study investigated how engagement with computer games and TV exposure may affect behaviors of gifted students. We also compared behavioral and cognitive profiles of twice-exceptional students and children with Attention Deficit/Hyperactivity Disorder (ADHD). Gifted students were divided into those with behavioral problems and those.

2. Adversity and Pitfalls of Twice-Exceptional Urban Learners
   - Current research provides unique insights into the experiences and context of twice-exceptional students in K-12 schools. However, within this literature, a critical gap exists concerning the voices of twice-exceptional African American students and their families. The current qualitative study examined the perceptions, attitudes, and experiences.

3. Twice-Exceptional Learners: The Journey toward a Shared Vision
   - Baldwin, Lori; Bauman, Susan; Pereles, Daphne; Hughes, Claire – Gifted Child Today, 2015
   - For more than 50 years, the unique needs of twice-exceptional (2e) learners have challenged educators. Because of this challenge, much work has been done in different areas across the country in creating appropriate learning environments for serving this population. However, no unified way has been developed to bring together the best research and...

4. Differentiation and the Twice-Exceptional Student
   - Franklin-Rohr, Cheryl – Understanding Our Gifted, 2012
   - Tier 1, the first level of instruction in the RTI (Response to Intervention) framework, is designed to meet the needs of 80% of students within the regular classroom. The only way to accomplish this goal is to use differentiation. Differentiation is not a singular process; it is rather a complicated process of adapting instructional strategies so...
Thesaurus Search Exercise
Browsing the Thesaurus

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
Arts
Bias and Equity
Business, Commerce, etc.
Communications Media
Counseling
Curriculum Organization
Disabilities
Economics and Finance
Educational Levels, Degrees, and Organizations
Educational Process: Classroom Perspectives
Educational Process: School Perspectives
Educational Process: Societal Perspectives
Equipment
Facilities
Government and Politics
Health and Safety
Human Geography
Humanities
Individual Development and Characteristics
Individual in Social Context
Information/Communications Systems
Labor and Employment
Language and Speech
Languages
Learning and Perception
Mathematics
Measurement
Mental Health
Occupations
Peoples and Cultures
Physical Education and Recreation
Publication/Document Types
Reading
Research and Theory
Science and Technology
Social Problems
Social Processes and Structures
Students, Teachers, School Personnel
Subjects of Instruction
Tests and Scales
Question: Are graphic novels the same as a novel?
Research Question

What are librarians’ experiences with the use of graphic novels to motivate boys to read?
First Search Query

“librarian experience” AND "graphic novels"

boys AND motivation

Search Tips:
- Try more general, or fewer search terms
- Check the spelling of your search terms
- Uncheck the Peer reviewed and Full text available on ERIC options, if they are selected
Second Search Query
“librarian experience” "graphic novels" boys motivation reading

Note that none of the results are full text but they are peer-reviewed.
Third Search Query

- “librarian experience” "graphic novels"
  boys motivation reading
- Peer-reviewed and full text
Examine the Results ...

Note that none of the titles or descriptors refer to graphic novels or reading motivation of boys.
Searching ERIC with Google

Type of search query – Site-limited search of one website.

- Restricts the results to only ERIC.ed.gov content
- Syntax – site:eric.ed.gov
Enter this Google query.

"graphic novels" AND reading AND motivating AND boys

"graphic novels" AND reading AND motivating AND boys
But we are looking for research-quality articles.
ERIC Site-Limited Boolean AND Search

- All results will be from the ERIC website.
ERI C Site-Limited Results

About 91 results (0.57 seconds)

ERIC - Motivating Middle School Readers: The Graphic Novel Link ... eric.ed.gov/?id=EJ837441
by B Edwards - 2009 - Cited by 27 - Related articles
The findings of this study suggested that reading graphic novels and FVR could affect the intrinsic motivation, vocabulary, and comprehension ability of seventh ...

NOTE

The 91 search results are from the ERIC database of educational research articles and the 2nd result is a full-text PDF; the 1st and 3rd results are only abstracts.
The PDF Filetype-Limited Search

- The ERIC documents will likely be full text.

"graphic novels" AND motivation AND boys AND site:eric.ed.gov AND filetype:pdf
About 81 results (0.48 seconds)

[PDF] Fifth Graders' Enjoyment, Interest, and Comprehension of Graphic ... files.eric.ed.gov/fulltext/EJ1053749.pdf
This study examined the efficacy of graphic novels, compared to heavily illustrated .... motivation and engagement for young readers; using graphic novels in the ...

[PDF] Multimodality in Malaysian Teacher Education: The Case for the Graphic ... files.eric.ed.gov/fulltext/EJ1085907.pdf
by TR Rajendra - 2015 - Related articles
Graphic novels; Comics; Visual literacy; Multimodality; Multi- ... many readers as “the digitalization of the young adult mind is happening at a faster pace ..... novels The Kampong Boy (1979) and Town Boy (1981) expose the nuances of ...

[PDF] Why boys don't like to read - Big League Book Club files.eric.ed.gov/fulltext/ED519285.pdf
Feb 18, 2009 - can diminish motivation for boys, who share social affiliation with ... non-fiction, humour, comics, graphic novels, action-
Fifth Graders’ Enjoyment, Interest, and Comprehension of Graphic Novels Compared to Heavily-Illustrated and Traditional Novels

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Abstract

The comparative effectiveness of graphic novels, heavily illustrated novels, and traditional novels as reading teaching tools has been sparsely researched. During the 2011-2012 school year, 24 mixed-ability fifth grade students chose to read six novels: two traditional novels, two highly illustrated novels and two graphic novels. Students participated in discussion groups structured with thinking skills, and completed assignments during and after reading the books. Student comprehension and enjoyment were measured by rubric-graded assignments and rating scales. The numbers of student responses during discussions per type of novel were tabulated. The graphic novel received the highest scores in all categories. The researchers conclude that graphic novels be considered an engaging and effective method of teaching reading to fifth graders.

Keywords: Graphic Novels, Comprehension

* Corresponding author: Sarah M. Vander ZANDEN, University of Northern Iowa, Cedar Falls, Iowa, USA, Phone: 319-273-7629. Email: audrey.rule@uni.edu
What about ...

"graphic novel" AND boys AND reading AND filetype:pdf

[Google Scholar search]

graphic novel" AND boys AND reading AND filetype:pdf
Try one of these searches in ...

- graphic novel" AND boys AND reading
  AND filetype:pdf AND site:edu

- graphic novel" AND boys AND reading
  AND filetype:pdf AND site:org
Question!

- How do you –
  maybe - find a full-text copy of a journal article or dissertation that is not full-text in ERIC?
ERI C - Examining Struggling Male Adolescent Readers' Responses to
by KW Gavigan - 2010 - Cited by 8 - Related articles
The Adolescent to Read Profile (AMRP) was utilized to determine the
motivational effects that reading graphic novels had on the participants'
value of reading ...

The World in Words and Pictures: How Graphic Novels Can Help to ...
by B White - 2011 - Cited by 5 - Related articles
The combination of text and pictures that is employed in these materials has
proved to be of high interest to readers and offers them ways to be
successful in ...

[PDF] Seeing Different - Eric - U.S. Department of Education
by M Irwin - 2010 - Cited by 12 - Related articles
that the boys from both schools who read comics tended to enjoy reading
and ... “enable the struggling reader, motivate the reluctant one, and
challenge the ...
The dissertation is not available in full-text. The Direct link links out to Proquest where you can buy the dissertation.
Let's try to find it for free!

1. Enter the title of the dissertation, with or without quotations marks, into the search query box.
2. Look for the university website address in the results and select that result.
Examining struggling male adolescent Readers’ Responses to Graphic Novels: A Multiple Case Study of Four, Eighth-Grade Males in a Graphic Novel Book Club

UNCG Author/Contributor (non-UNCG co-authors, if there are any, appear on document)
Karen W. Gavigan (Creator)

Institution
The University of North Carolina at Greensboro (UNCG)
Web Site: http://library.uncg.edu/

Advisor
Colleen Patanika

Abstract: Although graphic novels are an increasingly popular literary format, there is currently little empirical research that documents their use with struggling male adolescent readers in school settings. The purpose of this multiple case study was to examine the ways in which four struggling, eighth-grade, male readers responded to graphic novels during a graphic novel book club. The Adolescent to Read Profile (AMRP) was utilized to determine the motivational effects that reading graphic novels had on the participants’ value of reading and their self-concept as readers. Additional data were obtained through observation field notes, audiotapes of book club sessions, teacher interviews, and literature logs. The findings from this study support the use of graphic novels with struggling male adolescent readers. From the participants’ responses to graphic novels, I concluded that reading graphic novels improved their reading engagement, and had a positive effect on their reading motivation. The qualitative and qualitative findings demonstrated that all four participants experienced an increase in their value of reading after the graphic novel book club intervention. Although the self-concept as a reader scores were mixed, there were signs from qualitative data that pointed to evidence of moderate improvement in the participants’ reading efficacy. Implications for theory, practice, policy, and future research are discussed.

Examining struggling male adolescent Readers’ Responses to Graphic Novels: A Multiple Case Study of Four, Eighth-Grade Males in a Graphic Novel Book Club
PDF (Portable Document Format)
1694 KB
Created on 8/12/2010
Views: 54

EXAMINING STRUGGLING MALE ADOLESCENT READERS’ RESPONSES TO GRAPHIC NOVELS: A MULTIPLE CASE STUDY OF FOUR, EIGHTH-GRADE MALES IN A GRAPHIC NOVEL BOOK CLUB

by
Karen W. Gavigan

A Dissertation Submitted to the Faculty of the Graduate School at The University of North Carolina at Greensboro In Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy Greensboro 2010

Approved by

Committee Chair

VAASL 2016 Annual Conference – Libraries: Charting the Course
Search Exercise

- Can you find in ERIC
  “Literacy and Text Reading in Middle and High School Social Studies and English Language Arts Classrooms” by Elizabeth Swanson?

- Taylor and Francis Group charge
Remember these results?

Can you find the article, “Differentiation and the Twice Exceptional Student” published in *Understanding Our Gifted*?
Search Results

[PDF] Differentiation - Our Gifted
www.ourgifted.com/Journals/UOG24-2.pdf
Winter 2012: Volume 24, Issue 2 ... **Understanding Our Gifted** encourages a wide range of viewpoints on ... • **Differentiation and the Twice Exceptional Student**.

Differentiation and the Twice-Exceptional Student, Understanding Our ... eric.ed.gov/?id=EJ984371
by C Franklin-Rohr - 2012
Differentiation and the Twice-Exceptional Student. Franklin-Rohr, Cheryl. **Understanding Our Gifted**, v24 n2 p25-27 Win 2012. Tier 1, the

Twice-Exceptional Learners: Annotated Bibliography - 2e Newsletter! www.2enewsletter.com/topic_resources_AnnotatedBibliography.html
Jump to A Model for Screening **Twice-Exceptional Students** (Gifted with ... - Collins, A. E. (2012). ... Understanding Our Gifted, 24(3), 19-20 ...

Differentiation and the twice-exceptional student
Differentiation and the Twice-Exceptional Student

Cheryl Franklin-Rohr

In the last column I talked about the three tiers of instruction in the RtI (Response to Intervention) framework. As you may remember, the first level of instruction, Tier 1, is designed to meet the needs of 80% of students within the regular classroom. The only way to accomplish this goal is to use differentiation.

Differentiation is not a singular process; it is rather a complicated process of adapting instructional strategies so that ALL students can be successful. This term has been around since the 60s, but it really wasn’t successfully brought to teachers’ awareness until Carol Ann Tomlinson introduced her ideas about this concept in 1995. Now, differentiation is an essential cornerstone of successful teaching.

Differentiation requires that teachers adjust their content (what they teach), process (activities that help students understand the content), product (how the students demonstrate their acquisition of the knowledge) and the learning environment according to students’ readiness (where they are in the continuum of learning), learning styles (how the students learn best), or interests. With the continued focus of Common Core Standards, adjusting the content may be difficult for a teacher to accomplish. Therefore, teachers may want to concentrate their efforts in differentiation in the process, product, learning styles and learning environment.

For twice-exceptional students, teachers need to get to know their students from multiple perspectives. We need to use our pre-assessment data to identify areas in the curriculum where students may be above grade level as well as to identify areas where students may have holes in skill sets. We can also get to know our students better by using information from Multiple...
A Search You May Find Useful

Google search results:
- free library journals online
- free online library journals articles
- free online journals library information science
- free online medical journals library
- wiley online library free journals

Google Search
I'm Feeling Lucky
YouTube Videos from ERIC

The ERIC Movie

- https://www.youtube.com/watch?v=WkUxARnUHn4
- https://goo.gl/EttEKm

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YouTube Videos from ERIC

The ERIC Thesaurus Movie

- https://www.youtube.com/watch?v=_aQzila6JsQ
- https://goo.gl/ThFYDZ