



Evidence synthesis methodology and tools in the time of COVID-19

**BAAL/CUP Research Synthesis in Applied Linguistics Seminar
10 June 2021**

Dr Melissa Bond

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@misc_nerd



EPPIsupport



@EPPIReviewer4

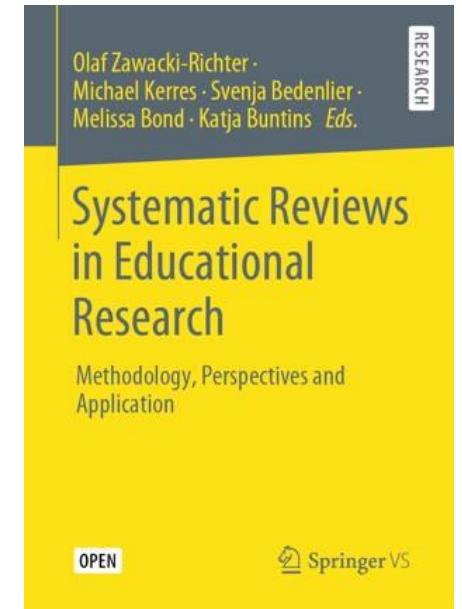


Workshop outline

1. Background information
2. Emergency remote education during the COVID-19 pandemic: A living rapid review
 - Methodology
 - Key findings thus far
3. Using EPPI-Reviewer and EPPI-Mapper to create interactive evidence gap maps
4. Hands-on task #1: Creating and setting up a review in EPPI-Reviewer
5. Hands-on task #2: Creating an interactive evidence gap map
6. Hands-on task #3: Creating an open access database using EPPI-Visualiser

Dr Melissa Bond

- Former high school teacher in South Australia (10 years)
 - > [Masters dissertation](#): *'Student perceptions towards studying German in South Australia at two crucial transition points in secondary schooling'*
- Research Associate (3 years, CvO Universität Oldenburg)
 - > [PhD](#), 2020: *'Facilitating student engagement through educational technology: Current research, practices and perspectives'*
- EPPI-Reviewer Support Officer (Feb 2020 onwards)
- Systematic & mapping [reviews](#)



Schools & emergency remote education during the COVID-19 pandemic

- Abrupt switch to emergency remote teaching.
- Research gaps, especially within vulnerable populations and the role of parents.
- Many teachers and school leaders were looking to explore how other countries had reacted.
 - However, lack of time plus added stress.
- Early attempts to collate information.
- Evidence synthesis needed for policy and practice.

Covid: Teaching in Wales 'must reinvent itself in a day again'
© 11 December 2020 | Comments

Covid: 'Xbox and PlayStation home-learning' for some pupils
By Jordan Davies
 BBC News
 © 7 December 2020

Covid: Laptop allocation for deprived pupils cut at some schools
© 24 October 2020



Methodology - (Living) rapid review

“A rapid review is a form of knowledge synthesis that accelerates the process of conducting a traditional systematic review through streamlining or omitting specific methods to produce evidence for stakeholders in a resource-efficient manner.”
(Garrity et al., 2020)

THIS REVIEW

- Limit the number of databases
- Conduct the review alone
- Limit to English-only
- Draw on previous reviews

Research Questions

1. Where, when and by whom has K-12 research on teaching and learning during the COVID-19 pandemic been published?
2. What are the characteristics of, methods used, and topics studied in research on teaching and learning in K-12 during the COVID-19 pandemic?
3. What technology has been used during emergency remote teaching and what are stakeholder perceptions?
4. Which influential factors on student engagement within the microsystem were the most discussed?
5. What recommendations have been provided in the included studies for emergency remote teaching and learning going forward?

(Living) rapid review

Search

- Use of previous reviews to construct search string
- WoS, EBSCOHost, Scopus, Microsoft Academic Graph, ResearchGate, Twitter

"emergency remote teaching" OR "student-centred remote teaching" OR "emergency remote education" OR "student-centered remote teaching" OR "COVID-19" OR "COVID19" OR pandemic OR "Corona virus" OR "online pivot"

AND

"K-12" OR kindergarten OR kindy OR "primary school" OR "middle school" OR "secondary school" OR school OR "high school" OR "reception" OR "R-12" OR "junior primary" OR "elementary school" OR "middle primary" OR "upper primary" OR "senior school"

NOT

"public health" OR nonpharmaceutical OR energy OR pharmaceutical OR pharmacy OR clinic* OR pathology OR telemedicine OR inflammation OR patient* OR neurolog* OR telehealth OR surgery OR universit* OR "higher education" OR postgrad* OR undergrad* OR "tertiary education" OR college

Figure 3. Search string

(Living) rapid review

Screening

- EPPI-Reviewer
- 777 screened on title and abstract, 156 on full text

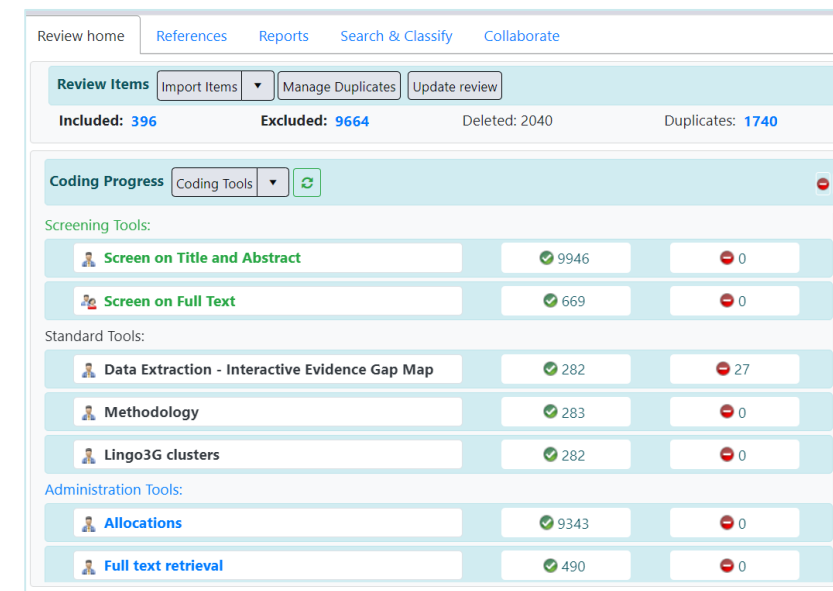
Inclusion Criteria	Exclusion Criteria
K-12	Higher education, further education
Teaching and learning setting (students, teachers, school leaders, administrative support structures)	No teaching and learning setting
English language	Not in English
Empirical study	Not empirical or primary research
Studies undertaken during the COVID-19 pandemic	Studies undertaken before the outbreak of COVID-19

EPPI-Reviewer evidence synthesis software was created to support the **methodological work** conducted at the EPPI-Centre.

- Web-based - accessed from any device with an internet connection.
- Developed for all types of systematic review.
- Designed for flexibility.

EPPI-Reviewer helps by:

- keeping your review process explicit and replicable
- enabling you to work with many others in one review
- keeping your data in one place
- helping with large screening loads through priority screening
- enabling updates to your review, including through machine learning
- allowing the easy creation of interactive evidence gap maps



EPPI-Reviewer Screening

Add new codes

Edit codes

- Enable *auto advance*
- *Show terms* function highlights key phrases
- Use touch device
- Easy to edit and add codes or extra information

The screenshot displays the EPPI-Reviewer Beta interface. At the top left, the 'ePPI REVIEWER Beta' logo is visible. Below it, a toolbar contains a '+' icon (highlighted with a red box and labeled 'Add new codes') and an edit icon (highlighted with a red box and labeled 'Edit codes'). The main area is titled 'Item Details' and shows a list of screening criteria on the left, such as 'EXCLUDE not in English' and 'INCLUDE on title & abstract'. On the right, the 'Item Details' section shows a reference type of 'Journal, Article' and an abstract text with several terms highlighted in green (e.g., 'online teaching', 'COVID-19', 'school', 'teachers'). At the top right of the interface, there are two checkboxes: 'Show terms?' (checked and highlighted with a red box) and 'Auto Advance?' (unchecked and highlighted with a red box). Other navigation buttons like 'First', 'Previous', 'Next', 'Last', and 'Close/back' are also visible.

Living review

Using Microsoft Academic Graph within EPPI-Reviewer

- MAG still in beta in ER Web, but available in ER4.
- Allows easy citation checking.
- Import items directly into your review.
- Create auto-updates for included items in your review.

The screenshot shows the EPPI-Reviewer interface for the Microsoft Academic Browser. At the top, there are navigation buttons: Home, MAG Simulations, Show History, Matching MAG Items, MAG Admin, MAG Search, and Selected. A search bar is present with the text "Find related papers and set up review auto-updates" and a "more details" dropdown. Below this is a "Create new MAG search/auto-update" button.

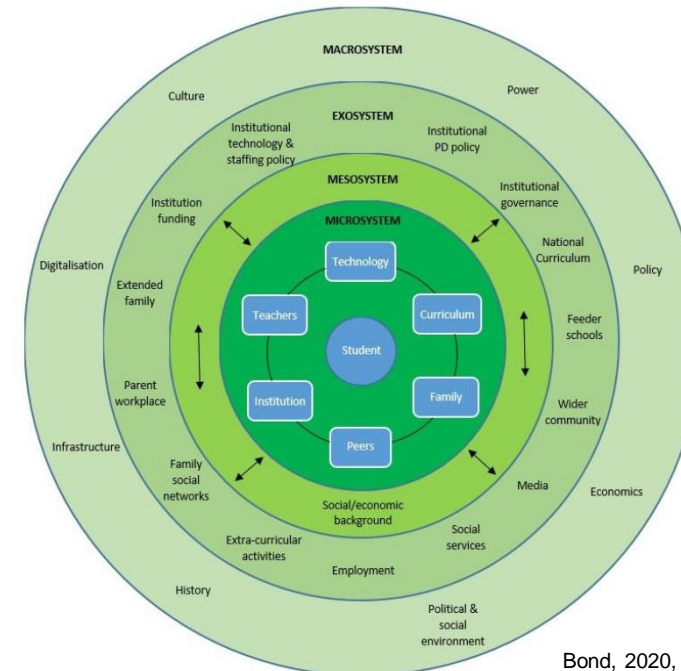
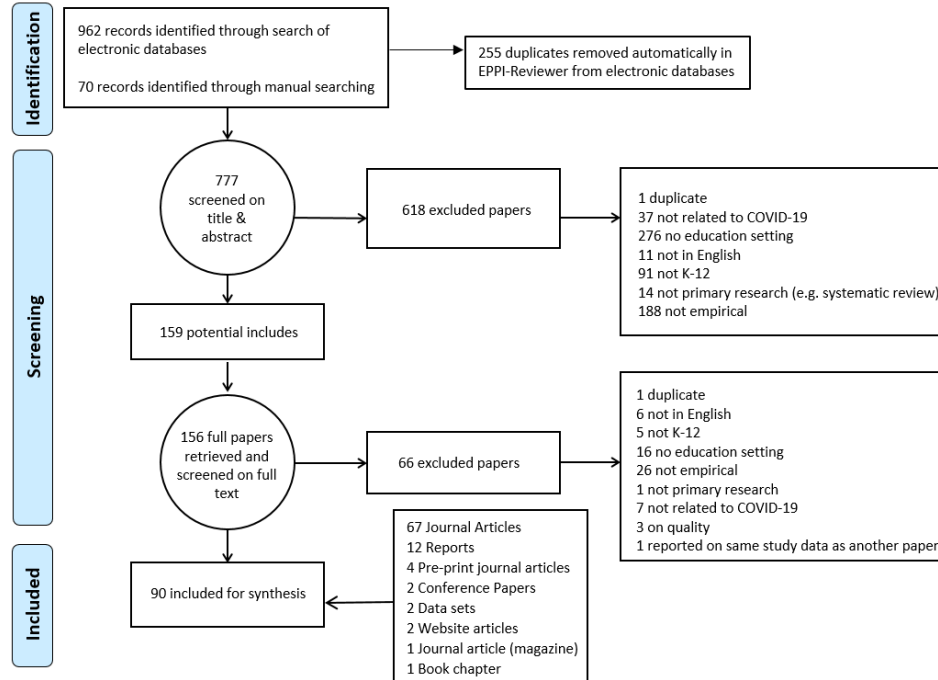
The main section is titled "Searches" and contains a table with the following data:

Re-run	Status	Description	Mode	Date from	Date run	All included	With this code	Filtered
false	Complete	2751 Bidirectional	Bi-Citation AND Recommendations	10/1/2020	11/13/2020	<input checked="" type="checkbox"/>		NoFilter
true	Complete	1294 Citing papers	Cited by	4/1/2020	12/3/2020	<input checked="" type="checkbox"/>		None
false	Pending	0 New items published	(Next MAG) - new published items	1/1/2020		<input checked="" type="checkbox"/>		NoFilter

(Living) rapid review

Data extraction

- 89 studies included for data extraction
- Use of previous reviews to construct data extraction tool



EPPI-Reviewer

Data extraction

- View PDFs within item records
- Highlight text and assign to codes
- Highlighted quotes appear in reports
- Produce a range of reports for synthesis

The screenshot displays the EPPI-Reviewer Beta interface. On the left, a sidebar lists various codes under the heading 'Family'. The 'Professional/personal development' code is selected and highlighted in blue. The main area shows the 'Item Details' for a document titled 'Prioritizing equity for special education students, students without access and English learners'. The text in the main area is partially visible, showing a paragraph about district leaders and another about APS' first priorities.

Family Codes:

- ICT skills & knowledge [Info](#)
- Technology acceptance [Info](#)
- Prior ICT experience [Info](#)
- Level of parent education [Info](#)
- Relationships [Info](#)
- Parental involvement & engagement with learning [Info](#)
- Professional/personal development [Info](#)
- Engagement with content [Info](#)
- Access to technology [Info](#)
- Socio-economic background [Info](#)
- Communication [Info](#)
- Health & Wellbeing [Info](#)

Item Details:

Currently selected code: **Professional/personal development**

Prioritizing equity for special education students, students without access and English learners

District leaders are aware of the geographical and socioeconomic barriers Austin students face including access to school-provided meals and the internet to engage in distance learning. So, 14 different sites across the city were established for lunch and breakfast pick-ups staffed by paraprofessionals and non-instructional staff with financial support from Hormel Foods. For those students without internet access, 5–12 building principals worked with families to identify free local internet services both in town and in farming neighborhoods. The Hormel Foundation also collaborated with the Austin Public Library and APS' district tech services department to issue 200 Wi-Fi hotspots to students in Austin's public and private schools at the end of April.

APS' first priorities were equity and accessibility for students that need additional learning support. Technology coaches continually work with learning support specialists on identifying and making sure teachers use accessibility tools (closed captioning, text-to-speech and speech-to-text). Special education staff use individual and small group environments in synchronous video calls to assess students' academics and continue social skills development. For elementary students, principals put devices in the hands of special education and EL students first. Technology coaches worked quickly to onboard families who had not previously connected digitally to communication apps and distributed classroom iPads and laptops to families who indicated they did not have access to a device at home.

In Austin, the EL students are at risk for great loss in terms of personal connection with teachers because of the added barrier of language. To counter this risk, APS' bevy of success

(Living) rapid review

Data synthesis

- Narrative synthesis
- Tabulation and interactive evidence gap maps, computer-assisted content analysis

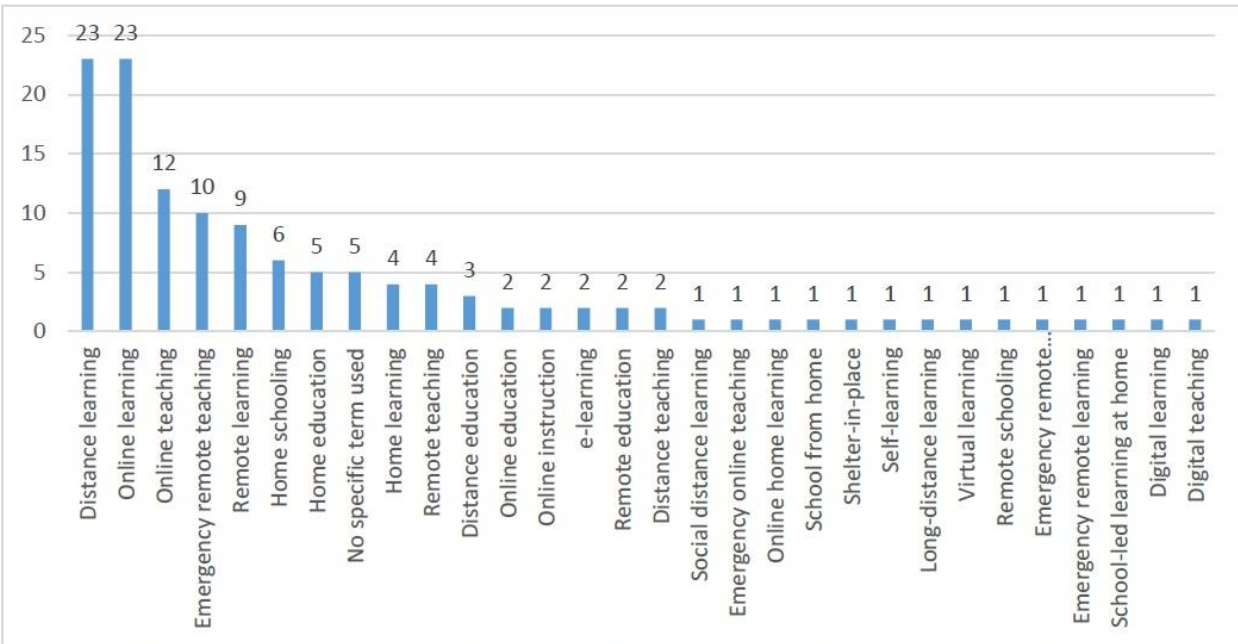


Figure 7. Terminology used to describe teaching and learning during the pandemic

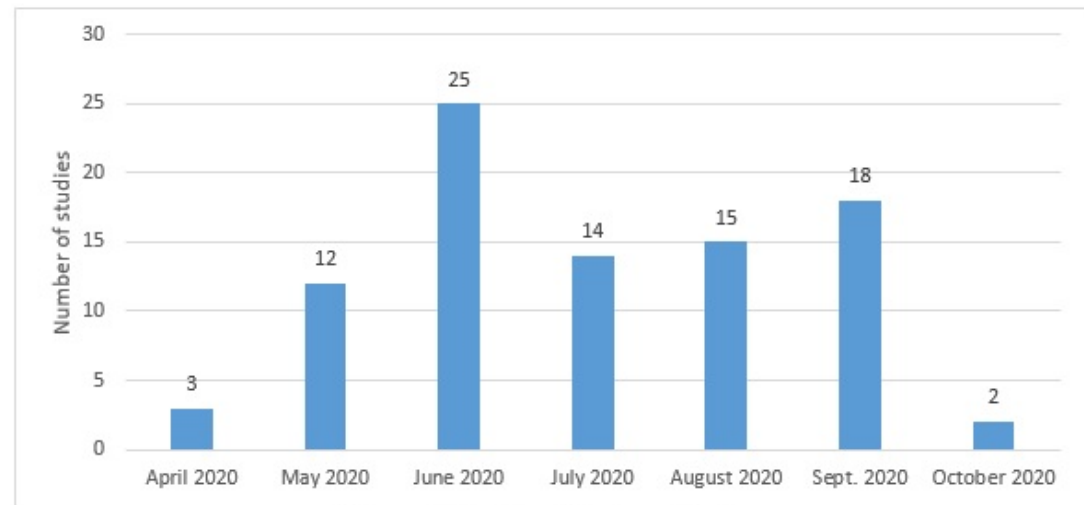
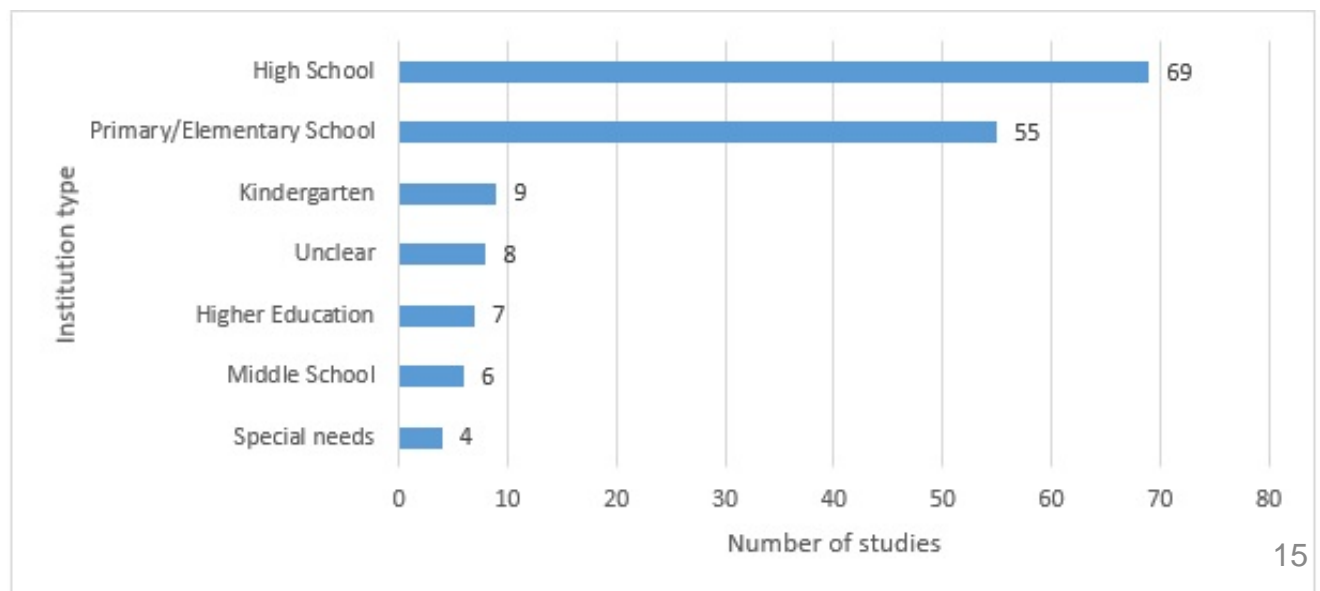
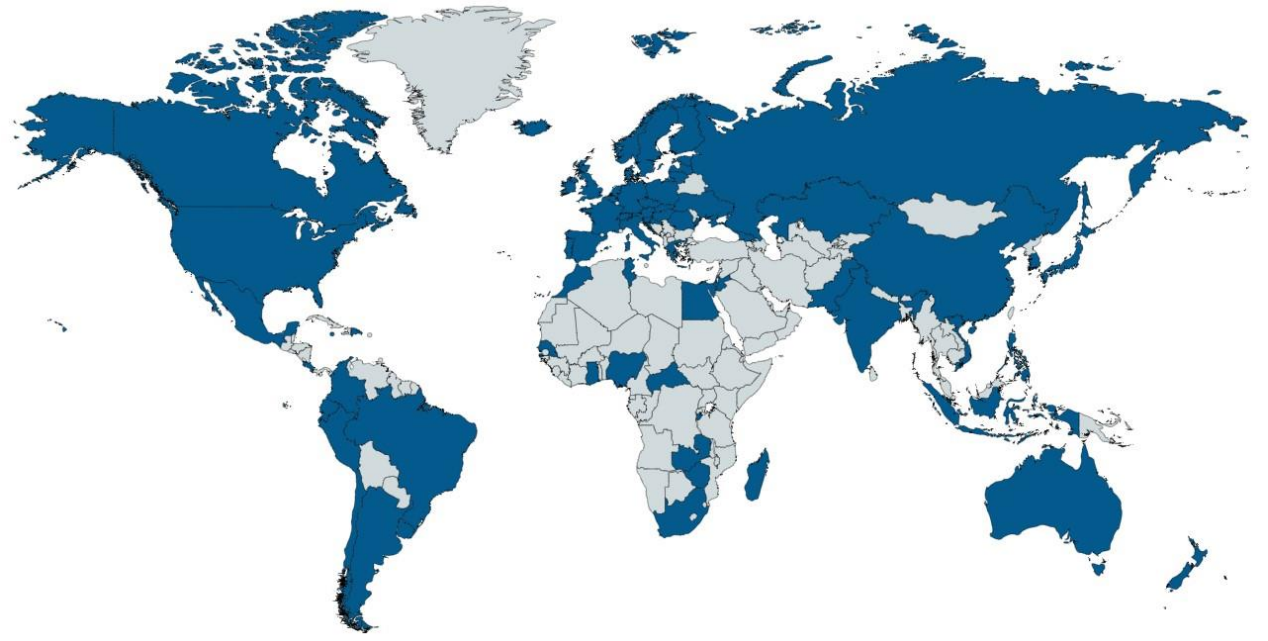


Figure 6. Timeline of study publication

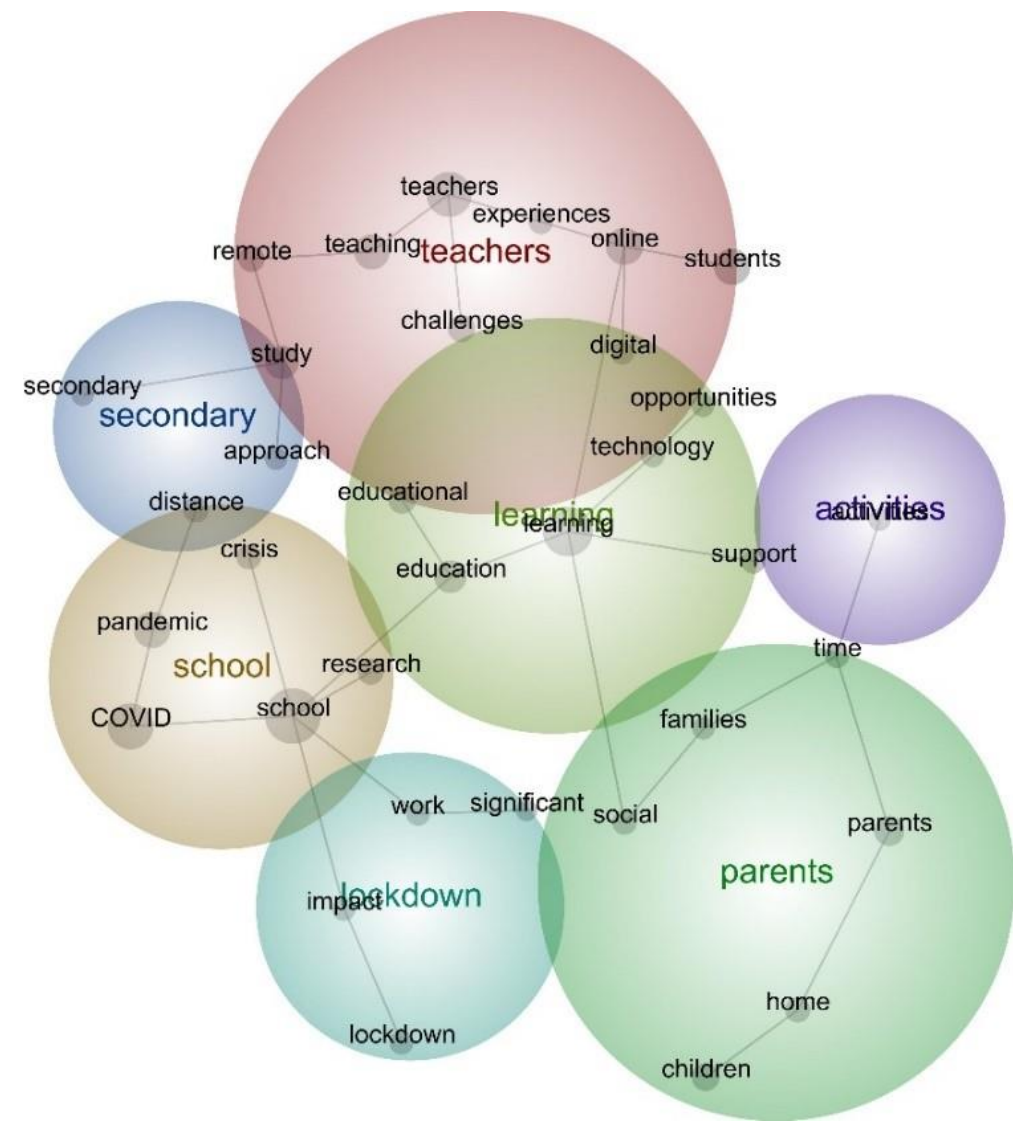
Key Findings

- 88% of studies are available open access.
- Most research participants were from Europe (44%), Asia (27%) and North America (22%).
- The majority of studies were focused on experiences at secondary school level (78%), and focused on teachers and school leaders (71%).



Key Findings

- 52% qualitative, 44% quantitative, 4% mixed methods.
- Online surveys most prevalent (67%) and fit for purpose.
- The majority of studies were focused on general challenges in teaching and learning (63%), followed by teacher digital competence (33%), digital infrastructure (33%), student learning habits (32%), and school/home connection (31%).

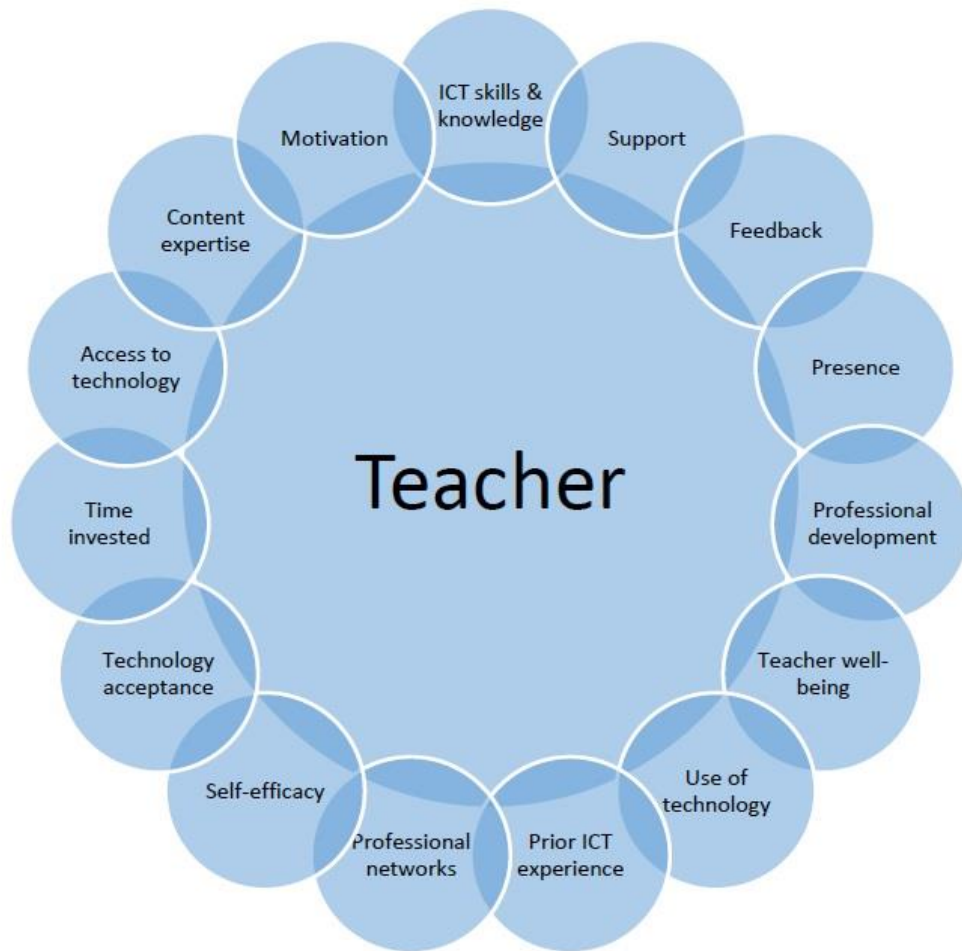


Key Findings

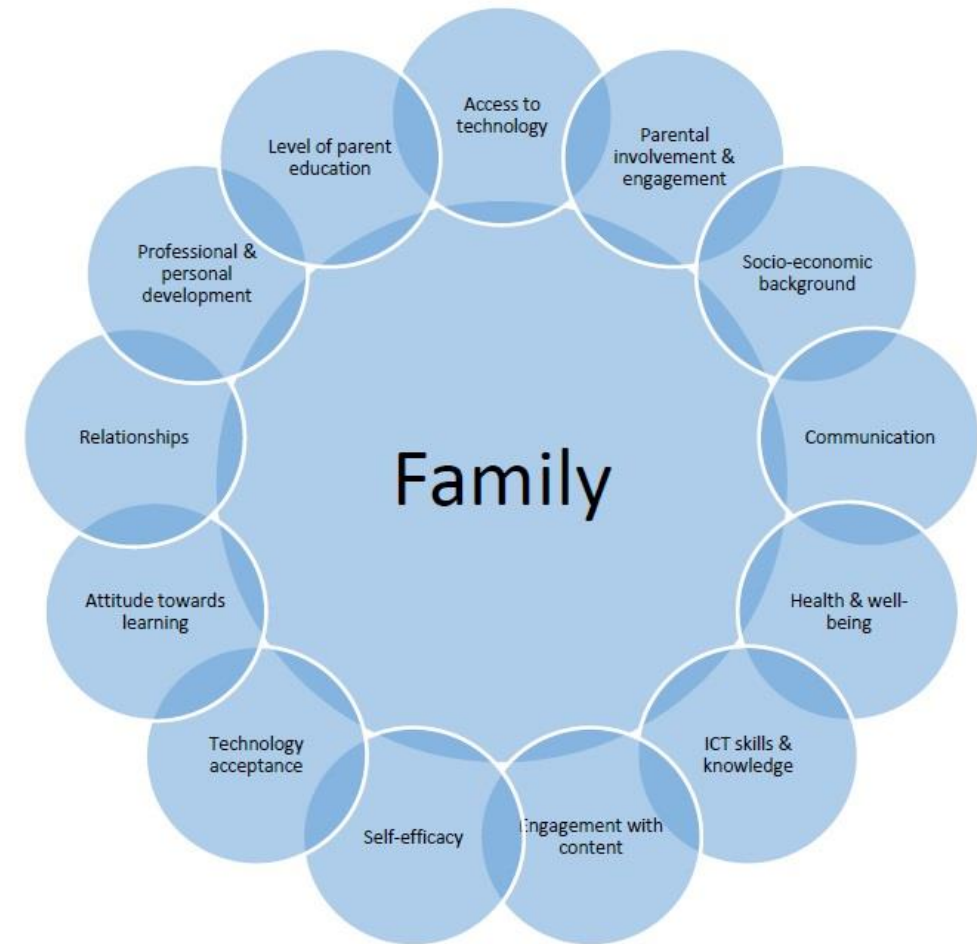
- Over 80 individual tools used.
- *Synchronous collaboration tools (47%), knowledge organisation and sharing tools (43%), and text-based tools (38%).*
- Most frequently mentioned tools Zoom, Google Classroom, LMS, videos made by teachers, and video conferencing software.

Technology	n	Technology	n	Technology	n
Zoom	26	Discussion forums	2	URPlay	1
Google Classroom	19	Google Drive	2	Sli	1
Other unnamed LMS	17	Class Dojo	2	SLearning platform	1
Videos (teacher made)	14	Showbie	2	Screencastify	1
Video conferencing (unknown)	12	BBC Bitesize	2	Flipgrid	1
Email	11	Oak Academzy	2	Blackboard	1
Facebook	9	DingTalk	2	Explain Everything	1
WhatsApp	9	WeChat	2	Codecombat	1
Chat/messaging (unknown)	9	Moodle	1	Blogs	1
YouTube	7	Edpuzzle	1	International Children's digital library	1
PowerPoint	6	Podcasts	1	Radio	1
Google Meet	6	Twitter / Snapchat	1	PowToon	1
Videos (made by others)	5	Learning games	1	Alcody	1
Google Forms	5	Autodesk SketchBook	1	Formative	1
Google Docs	5	FastStone Capture	1	WebASsign	1
Schoology	5	TEDEd	1	Google Slide Deck	1
Seesaw	4	Sumdog	1	Twinkl	1
Teams	4	Paragraph Punch	1	Padlet	1
TV lessons	4	Spelling City	1	Jitsi	1
Videos (uncertain origin)	3	The OT Toolbox	1	MeisterTask	1
Self-assessment quizzes	3	Google Hangout	1	MOOCs	1
Webex	3	Gleerups	1	Chaoxing	1
Kahoot	3	Bingel	1	CCTalk	1
Tencent Meeting	3	GSuite	1	Daymap	1
Edmodo	2	Compass	1	Skype	1
Microsoft 365	2	Education Perfect	1		

Key Findings

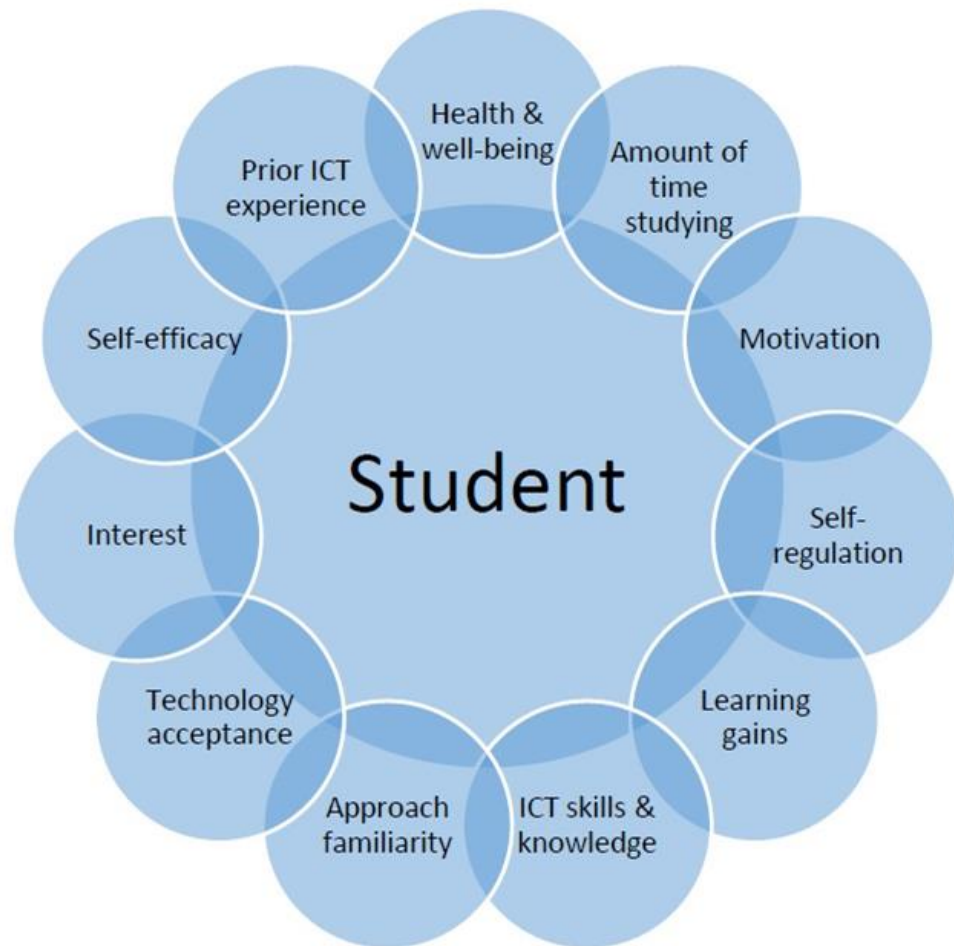


81%

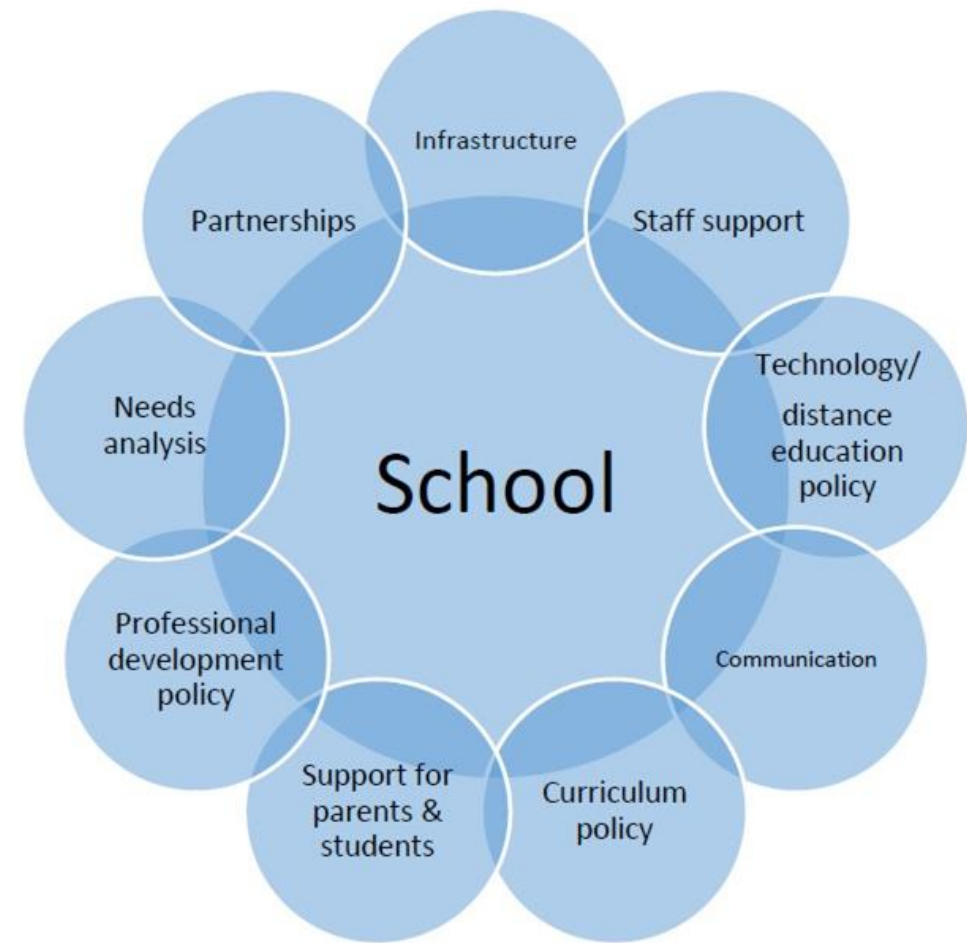


78%

Key Findings

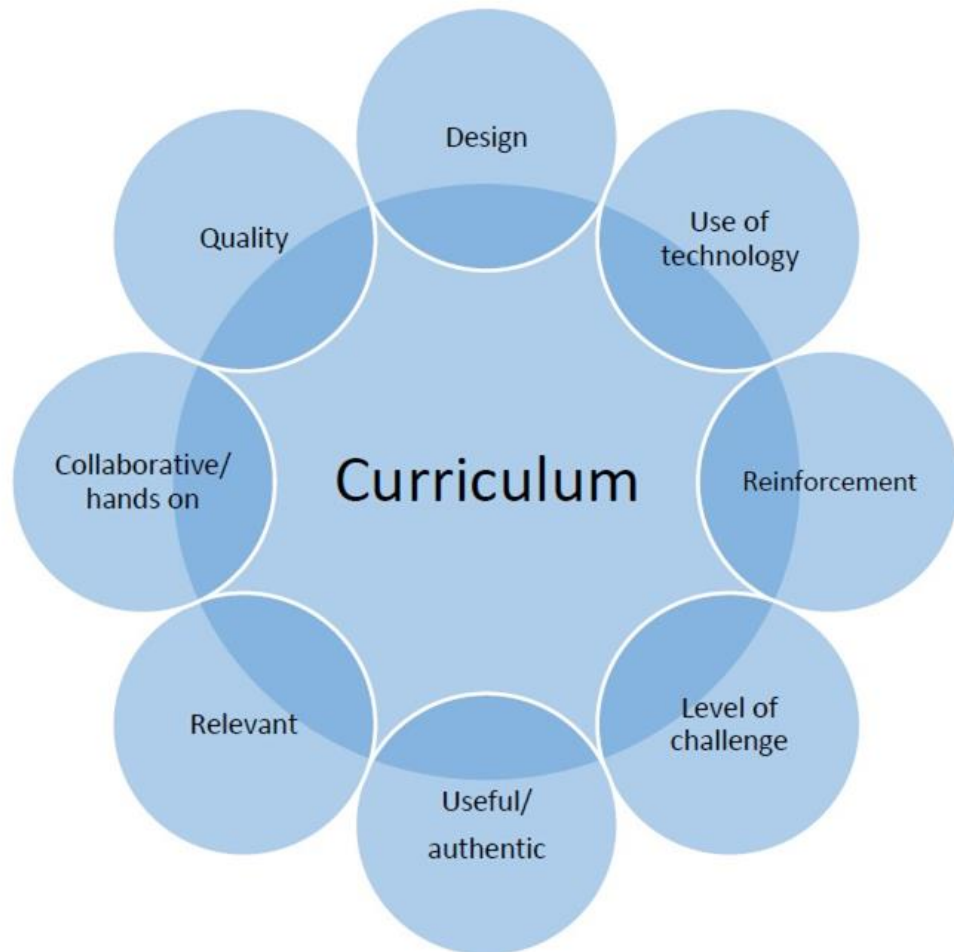


78%

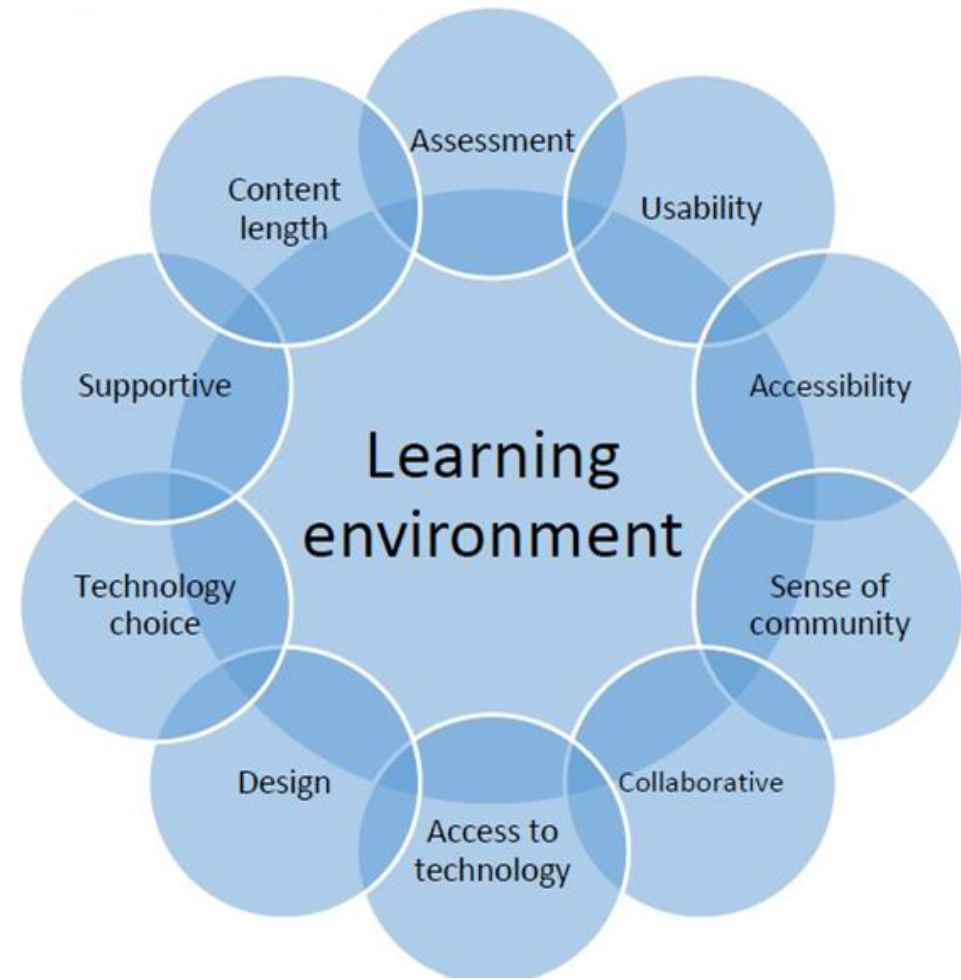


58%

Key Findings



44%



42%

Key Findings



28%

Interactive evidence gap maps

- Created for each research question
- Freely available open access
- Filterable, searchable
- Can download references
- Direct links to studies
- Can assist synthesis

<https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3794>

What are the characteristics of, m... learning in... COVID-19
An interactive evidence gap map by Dr Melissa Bor...

Study Characteristics

- Africa
- Asia
- Europe
- Oceania
- Middle East
- North America
- South America
- Teachers
- Students
- Parents
- School Leaders
- District administrat...
- Learning designers
- Government officials
- Kindergarten
- Primary/Elementar...
- Middle School
- High School
- Special needs
- Unclear
- Higher Education
- Research focus and ...
- Teacher digital co...
- School-home conn...
- Digital infrastructure
- Administrative resp...

3 Records

- Delivering High School Chemistry ...**
Okebukola Peter A; Suwadu Bugoma; ...
2020
- Emergency Online Teaching in Eco...**
Molise H ; Dube B ;
2020
- Schooling disrupted, schooling ret...**
Reimers F ; Schleicher A ;
2020

Emergency Online Teaching in Economic and Management Sciences Necessitated by the COVID-19 Pandemic: The Need for Healthy Relations in a Rural Schooling Context

"To prevent the spread of the COVID-19 virus, the pandemic has necessitated new ways of teaching that favour online learning. Emergency online teaching (EOT) was adopted to address various challenges, such as a lack of competence in teachers for teaching online using digital learning management systems, shortcomings regarding internet connectivity, and resistance by teachers to using EOT. Relational leadership couched the study, with an emphasis on constructing positive relationships to forge sustainable learning conditions. A Whatsapp group was created to facilitate focus group discussions. The study found that EOT and learning is desirable and doable, even though various challenges need to be overcome, especially in rural schools. Therefore, there is a need for teachers to adjust their subject teaching plans, assessment details and teaching materials, and to adopt new ways of interacting with learners through EOT during the COVID-19 pandemic. The argument of the paper is that, in the context of COVID-19, education stakeholders should invest in healthy relationships to facilitate the adoption of EOT, in order to construct conducive learning conditions in rural contexts."

<https://doi.org/10.26803/ijlter.19.6.23>

Authors: Molise H ; Dube B ;

22

Identified research gaps

- Lack of research from Africa, Oceania, the Middle East and South America.



Identified research gaps

- Lack of research from Africa, Oceania, the Middle East and South America.
- More research needed on the experiences and preferences of students, especially in regards to vulnerable populations.



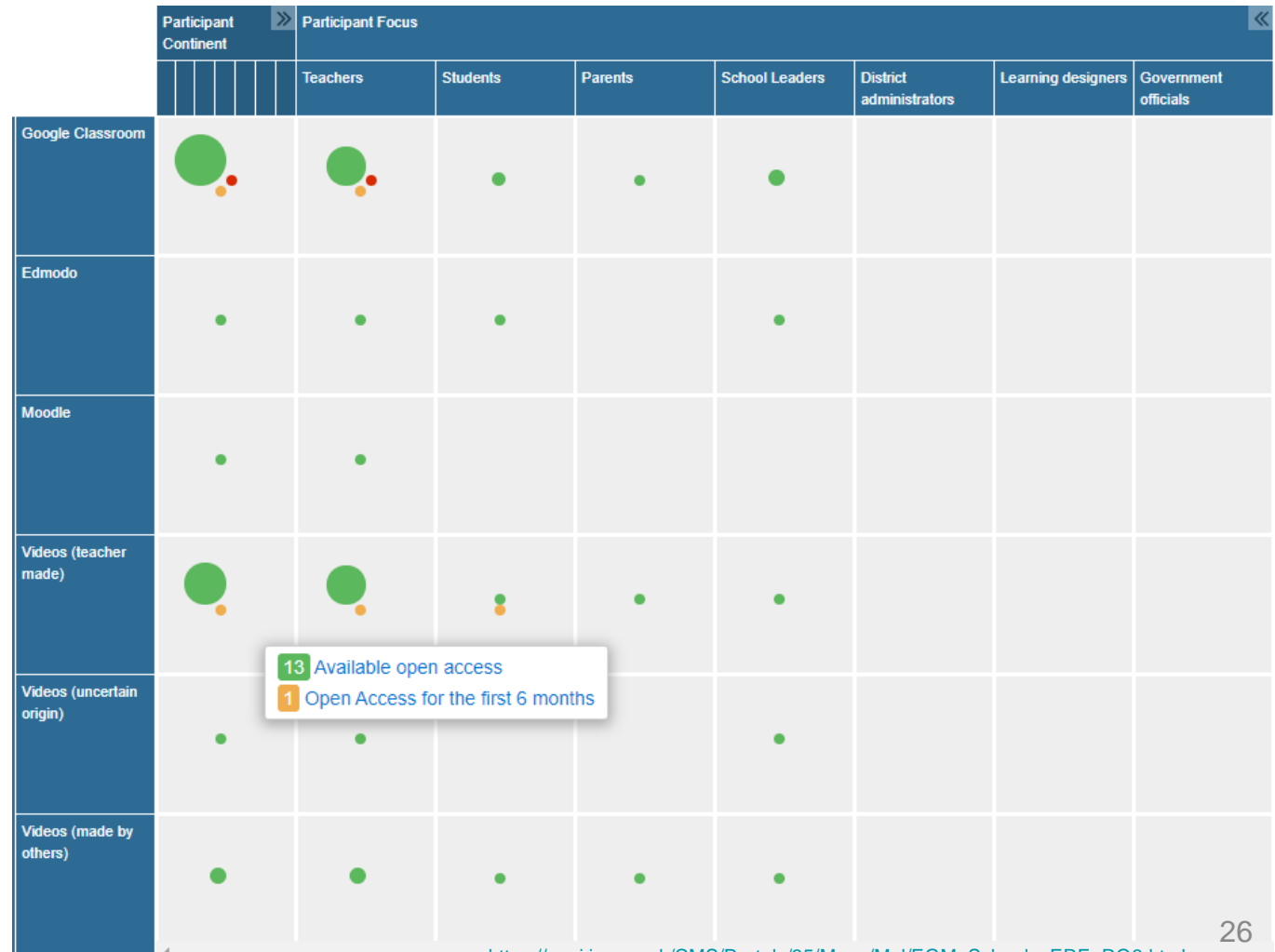
Identified research gaps

- Lack of research from Africa, Oceania, the Middle East and South America.
- Experiences and preferences of students, especially in regards to vulnerable populations.
- Multimodal production tools, social networking tools and assessment tools.

	Participant Focus							
	Participant Continent	Teachers	Students	Parents	School Leaders	District administrators	Learning designers	Government officials
Synchronous collaboration tools								
Multimodal production tools								
Knowledge organisation & sharing								
Text-based tools								
Social networking tools								
Assessment tools								

Identified research gaps

- Lack of research from Africa, Oceania, the Middle East and South America.
- Experiences and preferences of students, especially in regards to vulnerable populations.
- Multimodal production tools, social networking tools and assessment tools.
- Google Classroom, Edmodo, Moodle and videos.



Recommendations from research

Top 5 recommendations for Departments of Education from research

1. Provide further funding for professional development and equipment.
2. Provide further funding in areas of disadvantage.
3. Improve information dissemination to schools and families.
4. Support open educational resource development.
5. Take disadvantage into consideration when developing policy.

Top 5 recommendations for schools from research

1. Provide professional development, especially in digital competencies.
2. Prioritise equity.
3. Provide internet access and invest in infrastructure.
4. Develop blended learning competency.
5. Provide increased staff support.

Top 5 recommendations for teachers from research

1. Design activities with interaction.
2. Use appropriate technology – consider collaborative platforms.
3. Scaffold work and provide differentiation.
4. Use asynchronous methods in combination with synchronous.
5. Undertake professional development to support remote teaching.

Top 5 recommendations for future research

1. Focus on equity and vulnerable populations.
2. Partner with families.
3. Give more students voice in research.
4. Partner with teachers and schools in research design.
5. Triangulate teacher and student experiences.

Living review

Using EPPI-Visualiser within EPPI-Reviewer

<https://eppi.ioe.ac.uk/eppi-vis/login/open?webdbid=5>

The screenshot displays the EPPI-Visualiser interface for a living review. The main title is "Schools and Emergency Remote Education during the COVID-19 pandemic". The interface includes a search bar, navigation buttons for "List records" and "Frequencies", and a sidebar with a tree view of categories. The main content area shows an "Introduction" section with text about the review's scope and a "Publications by year" horizontal bar chart. Below the introduction is a "Frequencies: Participant Continent" section with a horizontal bar chart and a "Crosstabs" section with a "Full Crosstab" button.

Introduction

As a result of the unprecedented impact that the COVID-19 pandemic has had on education around the world, EPPI-Reviewer Support Officer Dr Melissa Bond is conducting a living review of literature, focused on teaching and learning in K-12. So far 89 studies from 90 articles have been synthesised, and 257 studies have been identified overall, but this will be an ongoing project. If you have any empirical research that could be added to the review, please contact Melissa.

To search this database, click on a code in the coding panel on the left-hand side and click on 'List records', or click on 'Frequencies' for a parent code. You can also use the search bar at the top of the screen.

Publications by year

Year	Count
2020	350
2021	420
Unknown	120

Frequencies: Participant Continent

Continent	Count
Africa	10
Asia	150
Europe	120
Oceania	20
Middle East	30
North America	80
South & Central America	10
Unclear	10

Crosstabs

Full Crosstab

Self Crosstab Participant Continent

Set X axis

Overall...

Fast

- 1 month to conduct search and data extraction, part-time
- Used previous reviews to construct search string
- Direct import from MAG into EPPI-Reviewer

Good

- Large number of sources considered, including grey literature
- Interactive EGMs allow open exploration of data
- Updatable 'living' review

Cheap

- 1 person
- EPPI-Reviewer cost nominal – everyone entitled to one month free trial
- EPPI-Mapper free to ER users

<https://eppi.ioe.ac.uk/eppireviewer-web>

- Works with modern browsers (Firefox, Safari, Chrome).
- Works on web-enabled devices, e.g. **smartphones** and **tablets**.
- Uses the **same data** as **EPPI-Reviewer 4**.

EPPI-Reviewer Web (Beta)

Username:

Password:

Login
[Forgot Password?](#)

[Click here](#)
to Create your
Account.

Visit the [EPPI-Reviewer Gateway](#) for Account and Review Management, Documentation, Support and the RIS export utility.

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on [Twitter](#)

For Cochrane Authors: click [HERE](#) to login with your Cochrane account. [More info...](#)

Latest Changes: Version: 4.12.2.0 21 Jun 2021
 Version 4.12.2.0 is focussed on "reporting" features for EPPI-Reviewer Web: new "reports" tab (with Configurable Reports) and improved Frequencies/Crosstabs. Also included: improvements for EPPI-Visualiser.
[Read More...](#)

Review home															
References Reports Search & Classify Collaborate															
<div style="display: flex; justify-content: space-between; align-items: center;"> Review Items Import Items Manage Duplicates Update review </div>															
<div style="display: flex; justify-content: space-between; font-size: small;"> Included: 396 Excluded: 9664 Deleted: 2040 Duplicates: 1740 </div>															
<div style="display: flex; justify-content: space-between; align-items: center;"> Coding Progress Coding Tools ↻ ⊖ ⊕ </div>															
<p style="font-size: x-small; margin: 0;">Screening Tools:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> Screen on Title and Abstract</td> <td style="width: 15%; text-align: center; padding: 5px;">✓ 9946</td> <td style="width: 15%; text-align: center; padding: 5px;">⊖ 0</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;"> Screen on Full Text</td> <td style="text-align: center; padding: 5px;">✓ 669</td> <td style="text-align: center; padding: 5px;">⊖ 0</td> <td></td> </tr> </table>				Screen on Title and Abstract	✓ 9946	⊖ 0		Screen on Full Text	✓ 669	⊖ 0					
Screen on Title and Abstract	✓ 9946	⊖ 0													
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<p style="font-size: x-small; margin: 0;">Standard Tools:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> Data Extraction - Interactive Evidence Gap Map</td> <td style="width: 15%; text-align: center; padding: 5px;">✓ 282</td> <td style="width: 15%; text-align: center; padding: 5px;">⊖ 27</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;"> Methodology</td> <td style="text-align: center; padding: 5px;">✓ 283</td> <td style="text-align: center; padding: 5px;">⊖ 0</td> <td></td> </tr> <tr> <td style="padding: 5px;"> Lingo3G clusters</td> <td style="text-align: center; padding: 5px;">✓ 282</td> <td style="text-align: center; padding: 5px;">⊖ 0</td> <td></td> </tr> </table>				Data Extraction - Interactive Evidence Gap Map	✓ 282	⊖ 27		Methodology	✓ 283	⊖ 0		Lingo3G clusters	✓ 282	⊖ 0	
Data Extraction - Interactive Evidence Gap Map	✓ 282	⊖ 27													
Methodology	✓ 283	⊖ 0													
Lingo3G clusters	✓ 282	⊖ 0													
<p style="font-size: x-small; margin: 0;">Administration Tools:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> Allocations</td> <td style="width: 15%; text-align: center; padding: 5px;">✓ 9343</td> <td style="width: 15%; text-align: center; padding: 5px;">⊖ 0</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;"> Full text retrieval</td> <td style="text-align: center; padding: 5px;">✓ 490</td> <td style="text-align: center; padding: 5px;">⊖ 0</td> <td></td> </tr> </table>				Allocations	✓ 9343	⊖ 0		Full text retrieval	✓ 490	⊖ 0					
Allocations	✓ 9343	⊖ 0													
Full text retrieval	✓ 490	⊖ 0													

- Based on same tech as Google Docs and Gmail.
- It is **still in development** – new functionalities appear regularly (roughly every 1-2 months).

<https://eppi.ioe.ac.uk/eppireviewer-web>

EPPI-Reviewer Web (Beta)

Username:

Password:

[Login](#) [Forgot Password?](#)

EPPI CENTRE

[Click here to Create your Account.](#)

Visit the [EPPI-Reviewer Gateway](#) for Account and Review Management, Documentation, Support and the RIS export utility.

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Latest Changes: Version: 4.11.1.1 21/02/2020

Version 4.11.1.1 is a quick, out-of-schedule release containing bugfixes for EPPI-Reviewer Web and the first live deployment of Microsoft Academic (for testing / R&D)

[Read More...](#)

HELPFUL TIP:

If the review name you want to access is greyed out, you have Coding Only access and need to click the 'Coding UI' button.

1. Enter your username.
2. Enter your password.
3. Click on 'Login'.
4. Select review by clicking on review name or 'Coding UI'.

Welcome to EPPI-Reviewer Web (beta).

This **Beta Application** provides an alternative interface to many common functionalities available in **EPPI-Reviewer 4**.

It works in modern web browsers and no longer requires the Silverlight plugin so it can be used on different devices such as desktops, laptops and tablets. Since it operates on the same data as EPPI-Reviewer 4, you can work on the same review using *either* application.

Although we are continuously adding more functionality to this version you may still need to use the older Silverlight application for some functions, until they are added to the new version.

We encourage all users to provide feedback and suggestions by contacting EPPIsupport@ucl.ac.uk.

[Create Review](#)

ID	Review Name	Last Access:	Coding UI
7	A review for testing (Sergio)	09/03/2020	Coding UI
12392	Melissa Bond's example non-shareable review	07/02/2020	Coding UI

- Quick overview of officially included, excluded, deleted and duplicate items.

The screenshot shows the EPPI-Reviewer Beta interface. At the top, there are navigation links for 'Review home', 'References', 'Reports', 'Search & Classify', and 'Collaborate'. The 'Review Items' section is highlighted with a red box, displaying the following statistics: Included: 396, Excluded: 9664, Deleted: 2040, and Duplicates: 1740. Below this, there are sections for 'Coding Progress' and 'Screening Tools'. The 'Screening Tools' section includes 'Screen on Title and Abstract' (9946 items, 0 errors) and 'Screen on Full Text' (669 items, 0 errors). The 'Standard Tools' section includes 'Data Extraction - Interactive Evidence Gap Map' (282 items, 27 errors), 'Methodology' (283 items, 0 errors), and 'Lingo3G clusters' (282 items, 0 errors). The 'Administration Tools' section includes 'Allocations' (9343 items, 0 errors) and 'Full text retrieval' (490 items, 0 errors). On the right-hand side, there are buttons for 'My Reviews', 'My Work', and 'Sources'. Below these, there is a notification about account expiration and a 'Create Review' button, which is also highlighted with a red box. A 'Codes' sidebar is visible on the far right.

- Can also create a new review from here.

ID	Review Name	Last Access: ↓	Coding UI
21579	My new review	30/04/2020	Coding UI
319	EPPI-Reviewer 4 demo	30/04/2020	Coding UI
14085	Flipped Learning/Student Engagement	30/04/2020	Coding UI

My Reviews panel

- Lists the reviews you have access to.
- Click on a review name to switch to that review.
- Click on 'Coding UI' to go to a coding only view.

Sources panel

- Lists all imports, including imported files, PubMed searches within ER and manually created items.
- Items imported in one file can be deleted here if necessary.

My Reviews ↓ My Work ↓ Sources ↑

SOURCES in Review:

	Name	Items	Deleted	Duplicates
Delete	PubMed Search on 5/7/2020	476	0	25
Delete	pubmed-migraineAN-set.txt	10	0	2
Delete	PubMed Search on 5/26/2020	477	0	453
Delete	Manually Created Items	2	0	0

Review home | [References](#) | [Reports](#) | [Search & Classify](#) | [Collaborate](#)

Review Items | [Import Items](#) | [Manage Duplicates](#)

Included: 313 | **Excluded: 0** | Deleted: 10905 | Duplicates: 7

Coding Progress | [Coding Tools](#) | [Refresh](#)

Screening Tools: **Complete** | **Incomplete**

Screening Tool	Complete	Incomplete
Screen on Title & Abstract	✓ 7	✗ 124
Steven Startle	✓ 5	✗ 122
Donald Soluable	✓ 2	✗ 124

- Clicking on the name of a coding tool will show the coding progress.
- By clicking on a blue number, you will be taken to a list of those items in the References tab.

Review home | [References](#) | [Reports](#) | [Search & Classify](#) | [Collaborate](#)

Review Items Import Items Manage Duplicates

Included: 331	Excluded: 769	Deleted: 193	Duplicates : 192
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Coding Progress Coding Tools Refresh Close Open

Screening Tools:

Screen on Title & Abstract	867	0
Screen on Full Text	283	0

Standard Tools:

Data Extraction	175	0
Coding for map	107	0

Administration Tools:

Full text retrieval	287	0
Type & Method	274	0
Data Extraction complete	109	0

My Reviews ↓ My Work ↓

Sources ↓

Your account expires on: 31 Dec 2021
Current review is private (does not expire).

Create Review Setup Visualisations...

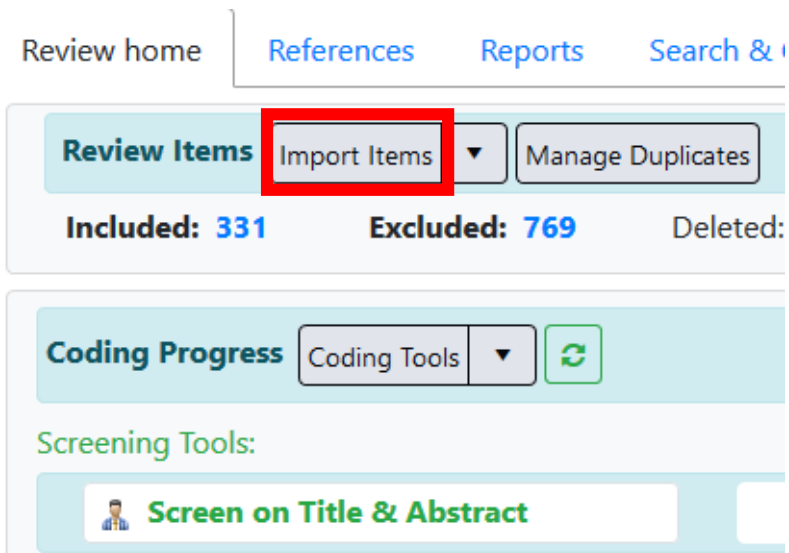
Site Admin... Latest feedback: 26 Jun 2021

Edit Tools | With this Code | Print Refresh Close

- ▶ **Screen on Title & Abstract**
- ▶ Full text retrieval
- ▶ Type & Method
- ▶ **Screen on Full Text**
- ▶ Data Extraction
- ▶ Data Extraction complete
- ▶ Coding for map
- ▶ Allocations

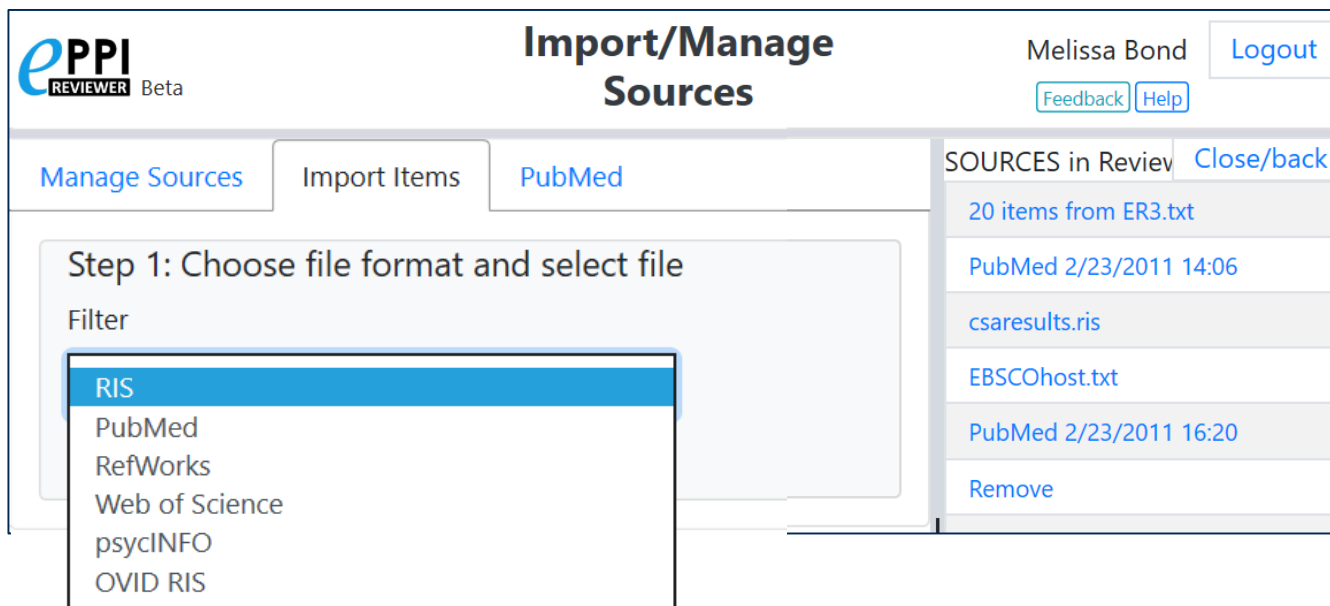


- Click on the green 'Codes' button to open and close the coding tools



Review home tab

- Click on the **Import items** button
- The Import/Manage Sources page will be displayed.



- Select an import filter.
 - RIS for Mendeley, EndNote & Google Scholar
- Find your file and click open.

Manage Sources Import Items PubMed

Step 2: Preview and import:

back Show Preview

Results: Total references = 10

Source Name Date of search

Fl.txt 30-Apr-2020

Search String (optional)

Database (optional)

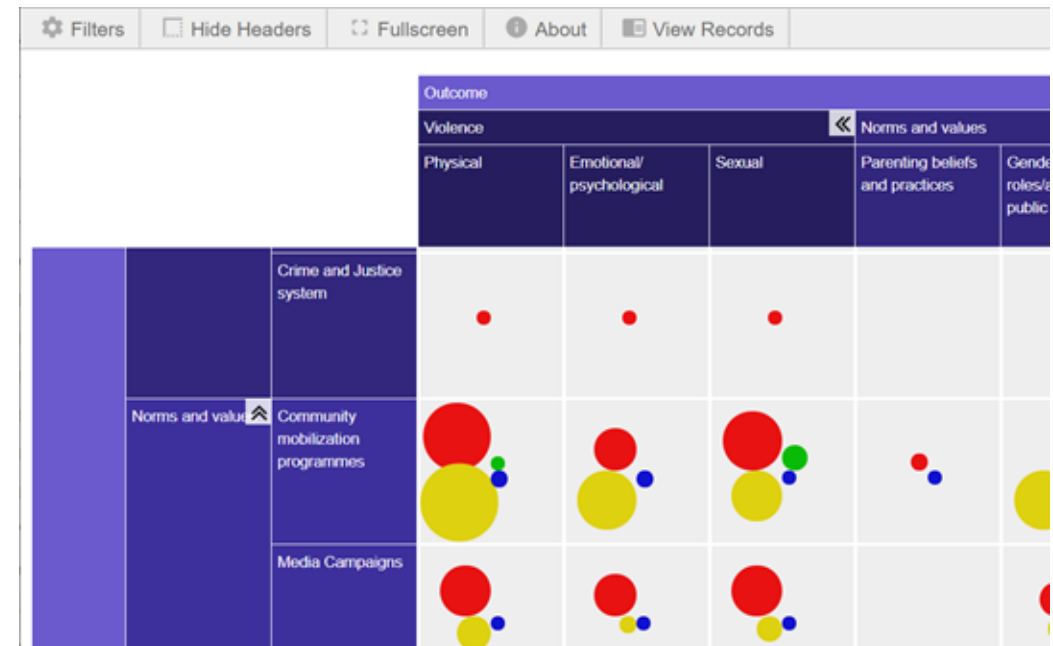
Description (optional)

Notes (optional)

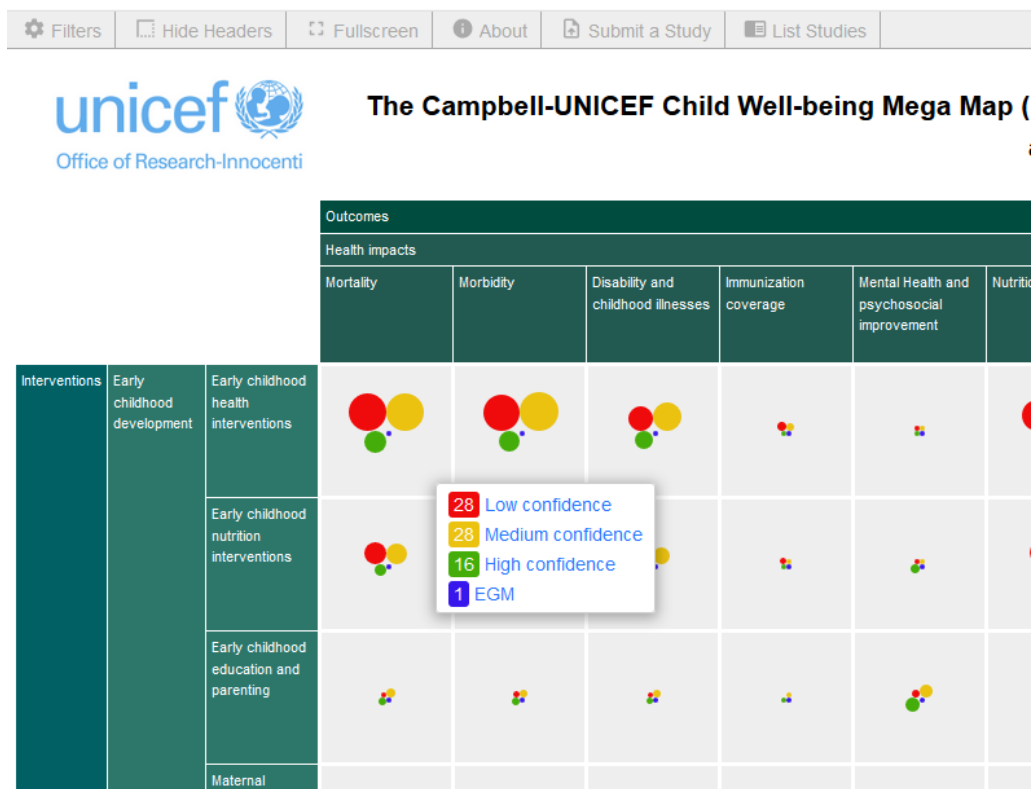
Import

- Number of items to import will be displayed.
- Enter search details if desired, including string, database and date of the search.
- Click on the **Show Preview** button to see items for importing.
- Check to see if they appear as you would expect.
- Click **Hide Preview** to collapse.
- Click on **Import** to bring the items into your review.

- An application to create interactive evidence gap maps (EGMs).
- Developed by the EPPI-Centre in partnership with the Campbell Collaboration.
 - First version was created in early 2018.
- Requires studies to be coded in EPPI-Reviewer.
- Designed for flexibility.
- Has many options for changing the appearance of the map.
- User has full control of branding.
- Exists as a standalone HTML file.



Campbell Mega-map is a good example of a map that uses much of the available functionality.



- Outcomes v Interventions.
- Each row and column have sections and subsections.
- Each cross-section is segmented into quality ratings within cells (hover to display)

Menu

Filters Hide Headers Fullscreen About Submit a Study List Studies

unicef Office of Research-Innocenti
The Campbell-UNICEF Child Well-being Mega Map (This map shows the coverage of 333 systematic reviews and 23 Evidence and Gap Maps (EGMs))

Branding and title

Legend for segments

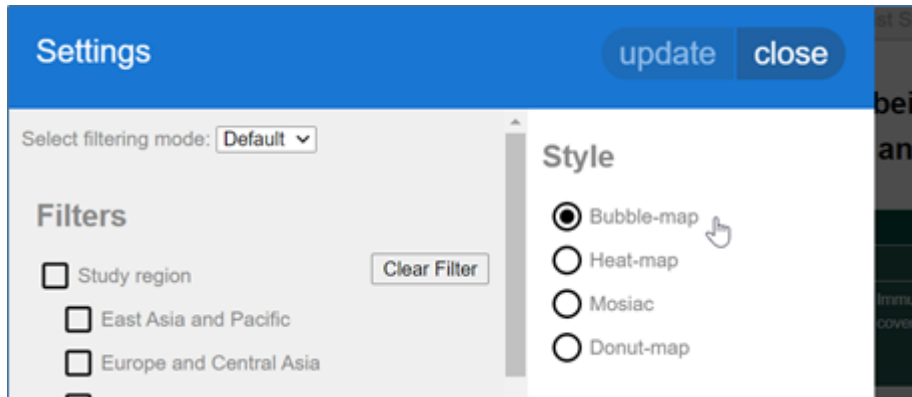
EPPI- Mapper version

		Outcomes							
		Health impacts					Healthy development		
		Mortality	Morbidity	Disability and childhood illnesses	Immunization coverage	Mental Health and psychosocial improvement	Nutrition	Antenatal and postnatal care including breast-feeding	Cognitive development
Interventions	Early childhood development								
	Early childhood health interventions								
	Childhood immunization								

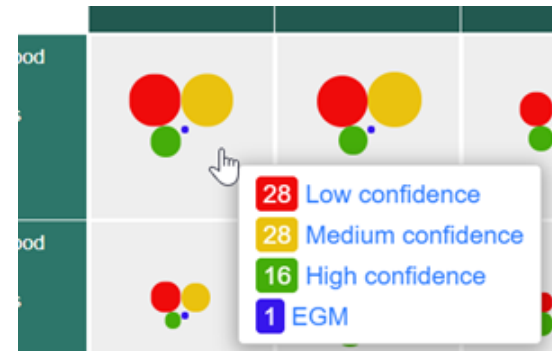
● Low confidence ● Medium confidence ● High confidence ● EGM

Generated using v.1.2.0 of the EPPI-Mapper powered by [EPPI Reviewer](#)

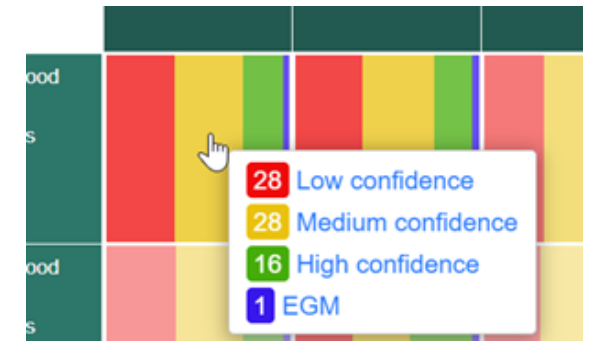
Style can be pre-set or changed.



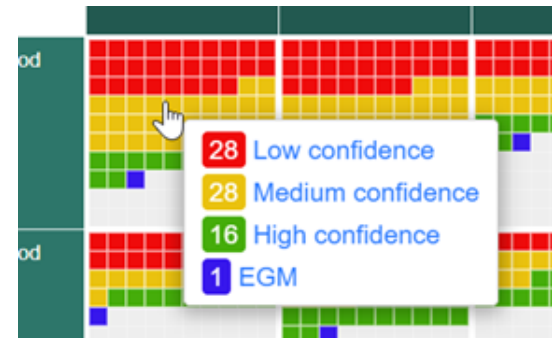
Bubble



Heat



Mosaic

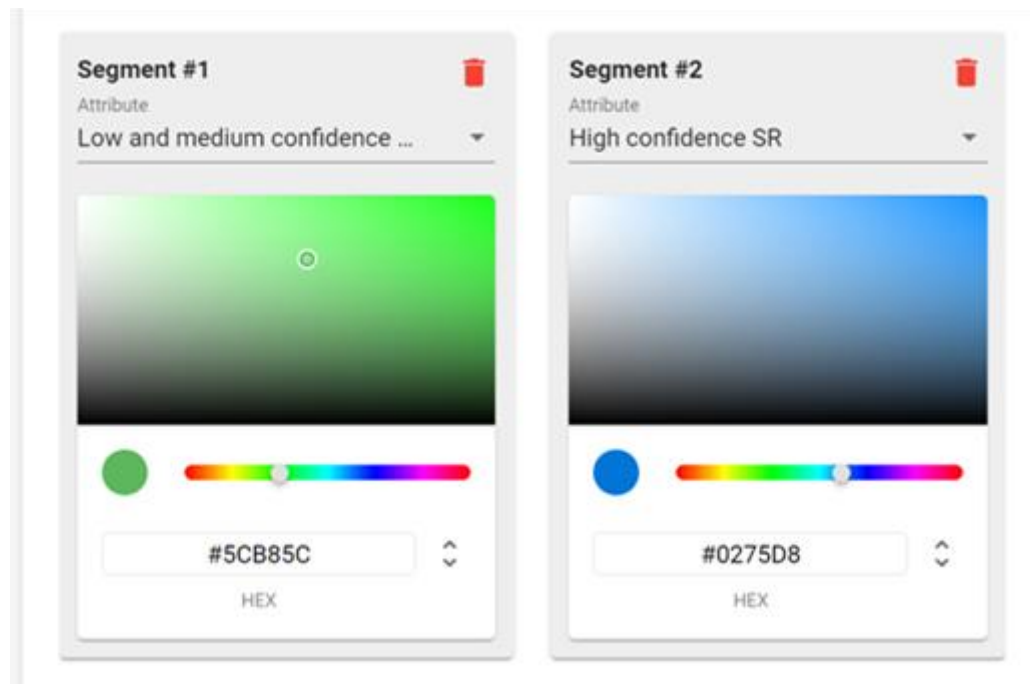


Donut



You can choose the colour of:

- ❖ Row headers
- ❖ Column headers
- ❖ Individual cells



Colours can be selected visually or entered manually in RGB or HSL

- RGB (Red, Green, Blue), e.g. Green: 0,255,00 or #00FF00
- HSL (Hue, Saturation, Lightness), e.g. Green: 120°, 150%, 50%



Map users can filter the studies being displayed

- ❖ **Default** - AND across sections and OR within sections
- ❖ **AND** - all selections
- ❖ **OR** - all selections

Settings

Select filtering mode: Default ▾

Filters

Study region Clear Filter

- East Asia and Pacific
- Europe and Central Asia
- Latin America and the Caribbean
- Middle East and North Africa
- South Asia
- sub-Saharan Africa

Publication status

Population category

- Infants (0-3 years)
- Child (3-10 years)
- Adolescent (10-18 years)
- Children with disabilities
- Children in conflict-affected regions
- Children from underrepresented communities (low income, ethnicity, race)
- Malnourished children
- Mothers/Parents
- Teachers/community leaders/health workers
- Women & girls

Funding agency

- Australian National Health & Medical Research Council

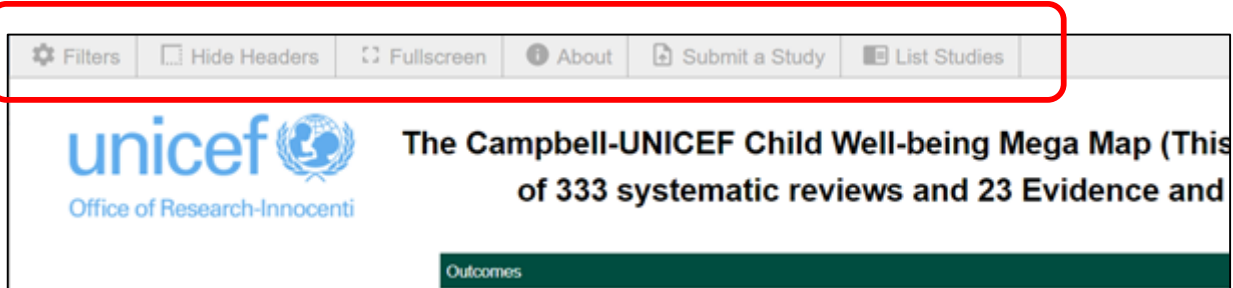
Click on a cell or row / column to open references panel.

- ❖ Codes selected cell on the left can be adjusted.
- ❖ Group by option.
- ❖ Study info on right.
- ❖ Option to filter/search by Title, Author, Abstract

The screenshot shows a reference list interface with the following components:

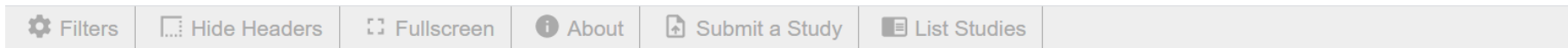
- Header:** "74 References" with a search filter set to "All".
- Filters:** A sidebar on the left under "Outcomes" with checkboxes for Mortality (checked), Morbidity, Disability and child..., Immunization cover..., Mental Health and ..., Nutrition, Antenatal and post..., Cognitive develop..., Utilization of health..., Gender roles/decis..., Diet and physical a..., Parent reported be..., and Enrolment.
- Group by:** A dropdown menu currently set to "None", with "Segment" also visible.
- Reference List:**
 - 60 million non-facility births: Who can deliver in community settings to reduce intrapartum-related deaths? (Darmstadt, October, 2009)
 - A New Look at Care in Pregnanc... (Hodgins S; Tielsch J; Rankin K; R..., August, 2016)
 - A systematic review of essential... (Bhuinneain GM N; McCarthy F P; December, 2014)
 - A systematic review of the effec... (Blauw-Hospers C H; Hadders-Algra ..., June, 2007)
 - Alternative versus standard pac... (Downswell T; Carroll G; Duley L; G..., July, 2010)
 - An Evidence Review of Gender-I... (Kraft; Wilkins K G; Morales G J; Wi..., September 2014)
- Study Info Panel (Right):**
 - Title:** 60 million non-facility births: Who can deliver in community settings to reduce intrapartum-related deaths?
 - Study title:** 60 million non-facility births: Who can deliver in community settings to reduce intrapartum-related deaths?
 - Lead author surname:** Darmstadt
 - Authors:** Gary L. Darmstadt, Anne CC Lee, Simon Cousens, Lynn Sibley, Zulqar A. Bhutta, France Donnay, Dave Osrin, Abhay Bang, Vishwajeet Kumar, Steve N. Wall, Abdullah Baqui, and Joy E. Lawn
 - Year of publication:** 2009

Top menu contains many options

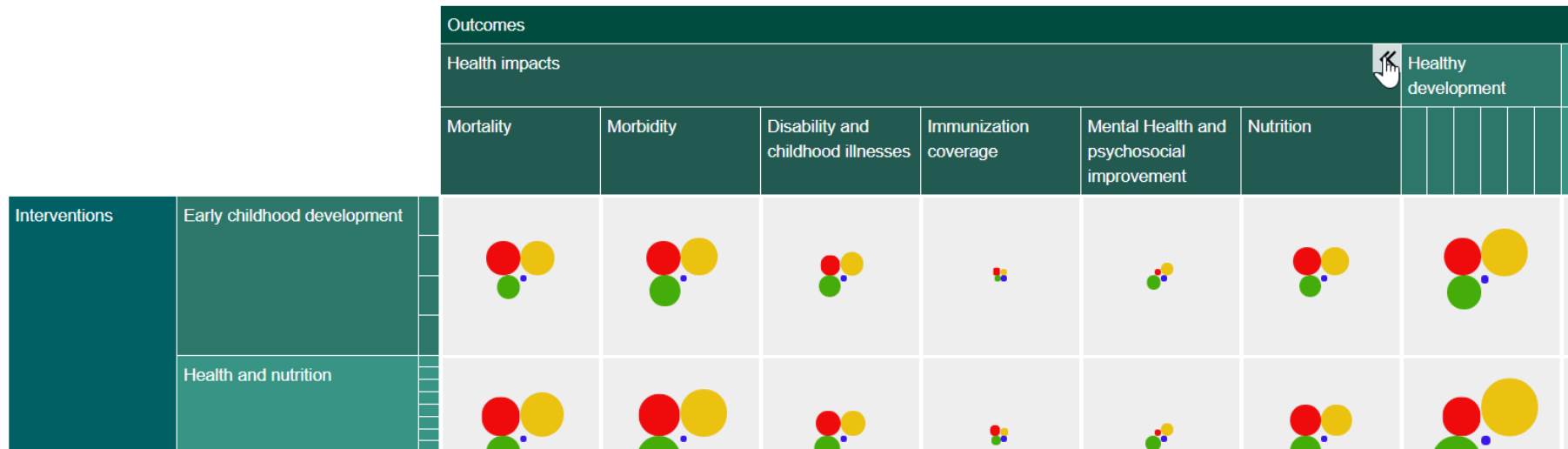


- **Hide Headers** – hides the header area (logos, title, etc.) at top of screen
- **Full screen** – makes the browser fill your entire screen
- **About** – panel appears with information about the map (optional)
- **Submit a study** – panel appears with info on how a map user might contribute to the map (optional)
- **List studies** – all studies in the map will be listed in the documents panel

- You can collapse sections of rows and columns to view more of the map
- Click on the (hover) icon in the row or column section to collapse/expand
- The bubbles will show an aggregate of the collapsed section



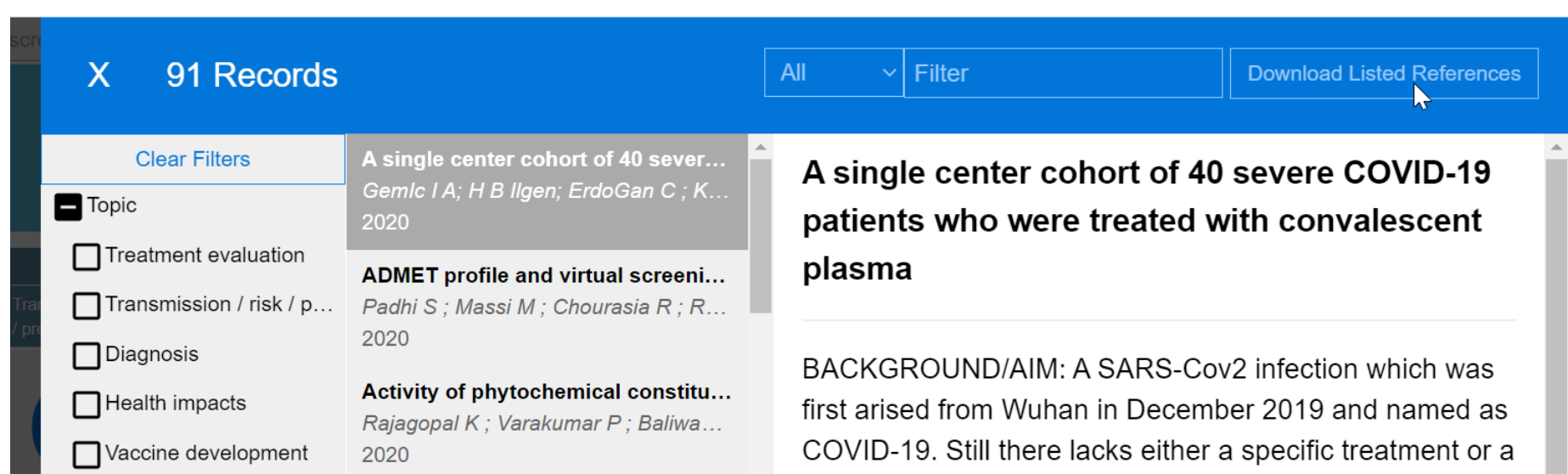
The Campbell-UNICEF Child Well-being Mega Map
 (This map shows the coverage of 333 systematic reviews and 23 Evidence and Gap Maps (EGMs))



New function

- If the map has a lot of rows and columns you can set it to open in a collapsed state

The Records panel has a **Download Listed References** button



- This is an optional function.
- Clicking button will generate a RIS formatted file of the listed records.
- RIS is a 'standard' format for references that can be used with all reference management software (e.g. EndNote).

EPPI-Reviewer data extraction coding tool structure is important

Author Information			
Author continent			
Africa	Asia	Europe	Middle East
	●	●	
	●	●●	●

❖ Rows and columns can have up to 3 levels.

Data Extraction - Interactive Evidence Gap
Map

- ▶ Publication Details
- ▼ Author Information
 - ▼ Author continent
 - Africa [Info](#)
 - Asia [Info](#)
 - Europe [Info](#)
 - Middle East [Info](#)
 - North America [Info](#)
 - Oceania [Info](#)
 - South and Central America [Info](#)
 - Not stated [Info](#)

Level 1 (non selectable code)

Level 2 (non selectable code)

Level 3 (selectable codes)

❖ Filters can have up to 2 levels.

Settings

Select filtering mode:

Filters

- Publication language
 - English
 - German
 - Spanish
- Open Access?
 - Available open access
 - Not available open access
 - Unsure - need to check

▼ Data Extraction - Interactive Evidence Gap Map

- ▶ Publication Details
- ▶ Author Information
- ▶ Study Characteristics
- ▶ Research Focus and Methodology
- ▶ Type of ed tech
- ▼ Publication language
 - English [Info](#)
 - German [Info](#)
 - Spanish [Info](#)
- ▶ Open Access?

Level 1 (non selectable code)

Level 2 (selectable codes)

Video: https://youtu.be/bGTYqe_ySyA

The screenshot shows the ePPI interface with the 'Coding Tools' dropdown menu open. The 'Add Coding Tool' dialog box is displayed, showing the 'Coding Tool Type' set to 'Standard' and the 'Data Entry Mode' set to 'Normal'. The 'Create' button is highlighted in red.

1. In the Review Home page, either click on **Coding Tools** or **Edit Tools**.
2. Click on **Add Coding Tool**.
3. Leave the tool type as Standard and give the coding tool a name.
4. Leave as Normal data entry mode (for Comparison or double coding, you will need to change it).
5. Click **Create**.

Edit Coding Tools Feedback Help Melissa Bond Logout

Current code (or set) Name: **EGM Data extraction coding tool (example)**

Code Type*

Code Name*

Description (optional)

Coding Tool(s) in Review: Close/back

- ▶ Screen on Title and Abstract ▼
- ▶ Screen on Full Text ▼▲
- ▶ Allocations ▼▲
- ▶ Full text retrieval ▼▲
- ▶ Data Extraction - Interactive Evidence Gap Map ▼▲
- ▶ Methodology ▼▲
- ▶ Lingo3G clusters ▼▲
- ▶ **EGM Data extraction coding tool (example) ▲**

1. Select your new coding tool on the right hand side and click on 'Add Child'.
2. Leave the code type as 'Not selectable (no checkbox)' and type in the parent code name, e.g. Author Information.
3. Click on 'Create'.
4. Expand the coding tool, by clicking on the black arrow, and click on your new parent code.
5. Click 'Add Child'.

Edit Coding Tools Feedback Help Melissa Bond Logout

Current code (or set) Name: **EGM Data extraction coding tool (example)**

Code Type*

Code Name*

Description (optional)

Edit Coding Tools Feedback Help Melissa Bond Logout

Current code (or set) Name: **EGM Data extraction coding tool (example)**

Code Type*

Code Name*

Description (optional)

Coding Tool(s) in Review: Close/back

- ▶ Screen on Title and Abstract ▼
- ▶ Screen on Full Text ▼▲
- ▶ Allocations ▼▲
- ▶ Full text retrieval ▼▲
- ▶ Data Extraction - Interactive Evidence Gap Map ▼▲
- ▶ Methodology ▼▲
- ▶ Lingo3G clusters ▼▲
- ▶ **EGM Data extraction coding tool (example) ▲**

Author Information

Import Coding Tool(s) Add Coding Tool Edit Code Add Child

Current code (or set) Name: **Author Information**

Code Type*
Not selectable (no checkbox)

Code Name*
Author continent

Description (optional)

Create Cancel

1. Leave the code type as 'Not selectable (no checkbox)' and type in the parent code name, e.g. Author Continent.
2. Click on 'Create'.
3. Expand the coding tool, by clicking on the black arrow, and click on your new parent code.
4. Click 'Add Child'.

Code Add Child

Coding Tool(s) in Close/back

- ▶ Screen on Title and Abstract ▾
- ▶ Screen on Full Text ▾
- ▶ Allocations ▾
- ▶ Full text retrieval ▾
- ▶ Data Extraction - Interactive Evidence Gap Map ▾
- ▶ Methodology ▾
- ▶ Lingo3G clusters ▾
- ▶ EGM Data extraction coding tool (example) ▾
- ▼ Author Information
 - Author continent**

Import Coding Tool(s) Add Coding Tool Edit Code Add Child

Current code (or set) Name: **Author continent**

Code Type*
Selectable (show checkbox)

Code Name*
Asia

Description (optional)

Create Cancel

5. Change the Code Type to 'Selectable (show checkbox)'.
6. Type in the Code Name, e.g. Asia.
7. Type in a description (optional).
8. Click on 'Create'.

Task:

1. Sign in to [EPPI-Reviewer](#) and create a new review.
2. Download [this file](#) and import it into your review, using the Web of Science filter.
3. Create a new coding tool for use in an evidence gap map.
 - > The topic is the use of discussion forums in second language learning.
 - > Your coding tool might include:
 - ❖ Study design
 - ❖ Study level of participants
 - ❖ Author information
 - ❖ Open access status
 - ❖ Language
 - ❖ Technology used
 - ❖ Pedagogical approaches
 - ❖ Outcomes

[Review home](#) | **References** | [Reports](#) | [Search & Classify](#) | [Collaborate](#)

▾ | | ▾ | | ▾ |

[First](#) | [Previous](#) | Page: of 4 | [Next](#) | [Last](#) | Showing 100 items of 331 | [View Options](#) |

| | |

<input type="checkbox"/>	ID	Short title†	Title	Year
<input type="checkbox"/>	48639673	A learning analytics... (Sun)	A learning analytics approach to investigating pre-service teachers' change of concept of engagement in the flipped classroom	

1. Click on View Options to customise your item view.
 - Change the Page size number, to change the number of items displayed on the page.
2. Click on **GO** next to an item to view that record.

The EPPI-Reviewer Web Item Details interface.

The screenshot shows the EPPI-Reviewer Web Item Details interface. The interface is divided into several sections:

- Coding tool:** Located on the left side, it contains a list of coding categories with checkboxes and 'Info' links. The 'INCLUDE on title & abstract' checkbox is checked.
- Navigation:** Located at the top left, it includes buttons for 'First', 'Previous', 'Next', and 'Last', along with 'Item 1 of 100'.
- Title:** The main title of the item is 'A technology leader's role in initiating a flipped classroom in a high school math class'.
- Abstract:** Below the title is the abstract text: 'Abstract: A mixed methods study was conducted to measure the effectiveness of a flipped classroom in a high school discrete mathematics course. In the flipped classroom, students watched videos of the teacher's lesson for homework while completing problems during class. Two sections of the course were involved in the study, with one group receiving the treatment of a flipped classroom, while the other section remained a traditional classroom. In the traditional classroom, the teacher delivered instruction during the class and students completed problems for homework. Students in both sections took a pre and post assessment on the content of the list processing algorithms and bin packing over a 2-week time period to measure their performance in the class and to compare the two groups. Members of the treatment group were also administered the Student Attitude Survey before and after the implementation of the flipped classroom to see if the treatment of a flipped classroom changed their engagement level toward mathematics. Students who scored with high performance—low engagement or low performance—high engagement were asked to participate in a focus group. The t test for independent samples indicated that the performance scores for the students who received the treatment of the flipped classroom on the post assessment were significantly different ($p < .05$) than were the scores of the control group. The paired samples t test indicated the engagement level of the students did not show a significant difference ($p < .05$) after receiving the treatment of the flipped classroom. The focus group students provided reasons why they liked or disliked the flipped classroom. The study results suggest a difference in the performance level of the students between the flipped classroom and the traditional classroom; however, the student engagement did not change after the treatment of the flipped classroom. Further research should be conducted to determine if a longer time period will help students adjust to the change in instruction. This study involved mainly high school seniors, so examining a different grade level would also be worth investigating.'
- Auto Advance:** Located at the top right, it includes buttons for 'Feedback', 'Help', 'Logout', 'Show terms?', 'Auto Advance?', and 'Close/back'.
- Info box:** Located at the bottom left, it contains a list of coding categories with checkboxes and 'Info' links. The 'INCLUDE on title & abstract' checkbox is checked.
- Abstract:** Located at the bottom center, it contains the author information: 'Author(s) Caverly Gregg ;' and the publication title: 'Publ. Title'.
- To edit an item record, you must click on the Edit button:** Located at the bottom right, it points to the 'Edit' button in the top right corner of the interface.

Info box

Abstract

To edit an item record, you must click on the **Edit** button

Item Details [Arms and Timepoints](#) [PDF](#) [Coding Record](#) [Microsoft Academic](#)

Ref. Type: **Journal, Article** Find on: show options

Secondary Students' Identities in the Virtual Classroom

Abstract:
 Though researchers have paid attention to the social aspect of students' virtual and online learning, little attention has been paid to... to do so by studying students' identities when learning high-level mathematics in the virtual classroom. Fourteen secondary school students participated in... were collected using interviews with the participants before and after participating in the virtual mathematics classroom. Data analysis was done using induct... content analysis, where the deductive analysis utilized the narrative framework developed by Sfard and Prusak. The research results indicated that the virtual... level mathematics students were impacted by three factors: the design of the virtual classroom, the teacher's interactions with the student, and the personal... the student. In addition, the research results indicated that students' identities, in terms of features and narratives, changed in the case of some students, but... the same in the case of other students. The reasons behind the change or the absence of change were the three above factors and their interaction. It is conc... virtual course design needs to take into consideration the interaction aspect of students' learning alongside factors that encourage their substantive learning

Author(s) Daher W Shahbari, JA;

Journal SUSTAINABILITY

Item is	Included	ID	57688899	Imported ID	
Year	2020	ISSN	WOS:000543391800070		
Short Title	Daher (2020)	Pages			
Volume	12	Issue	11		
Url					
DOI	10.3390/su12114407	Availability			

- Connect to your institution via VPN or remote desktop.
- If there is a URL or DOI for the item, click on the blue name.
- Alternatively, use the 'Find on' button in the top right hand corner.

First Previous Next Last Item 2 of 100 Show terms? Auto Advance? Close/back

Item Details Arms and Timepoints PDF Coding Record

Ref. Type: Journal, Article Find on: Show optional fields? Edit

Tobacco 21 policies in California and Hawaii and sales of cigarette packs: a difference-in-differences analysis.

Abstract:
 OBJECTIVE: To measure the association of raising the minimum legal age of tobacco sales to 21 years (T21) statewide with monthly sales of cigarette packs in California and Hawaii, the first two states to implement T21 statewide. METHODS: State monthly cigarette tax revenues from state departments of taxation were analysed for 11 states from January 2014 through December 2018 (n=660). Monthly cigarette packs sold were constructed using cigarette tax revenue and cigarette tax rate in each state. A difference-in-differences regression method was used to estimate the association of statewide T21 policies with monthly cigarette packs sold in California and Hawaii, separately, compared to the western states that did not implement such policies. Both models were controlled for year-month fixed effects, cigarette tax rates, smoke-free air laws, Medicaid coverage of smoking cessation, minimum legal sales ages for e-cigarettes and state marijuana laws, in addition to state demographic characteristics (sex, age, education, race/ethnicity and population size). FINDINGS: Implementation of T21 statewide was associated with a reduction of 9.41 (95% CI=-15.52 to -3.30) million monthly packs sold in California and 0.57 (95% CI=-0.83 to -0.30) million monthly packs sold in Hawaii, compared to regional states. These translate to a reduction of 13.1%-18.2%, respectively, in monthly packs sold relative to mean values before the implementation of T21. CONCLUSIONS: Raising the minimum legal age for tobacco sales to 21 years could reduce cigarette sales as part of a comprehensive tobacco control strategy that complements and builds on proven approaches to achieve this goal.

Author(s) Ali FRM ; Rice K ; Fang X ; Xu X ;

Journal Tobacco control

Item is	Included	ID 45584063	Imported ID 45077370
Year	2019	ISSN	0964-4563 (Linking)
Short Title	Ali (2019)	Pages	
Volume		Issue	
Url			
DOI	10.1136/tobaccocontrol-2019-055031	Availability	
Edition		Publisher	
Month	October	City	England
Country		Institution	

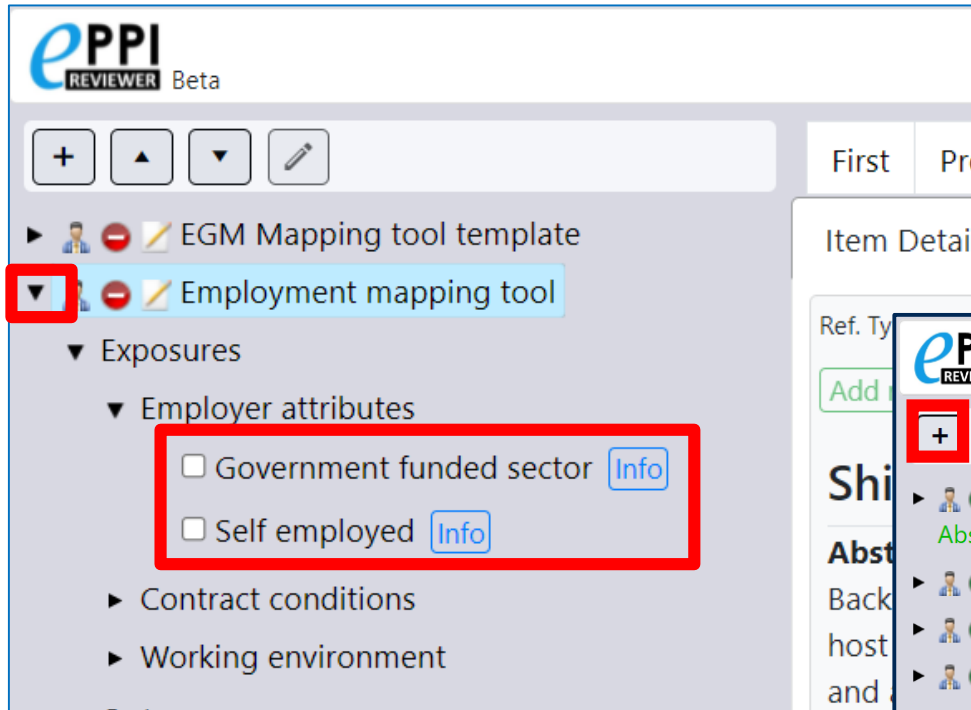
Comments
 Created by: Melissa Bond Created on: 2/25/20
 Source: E cigs and Smoking Cessation.txt

Upload

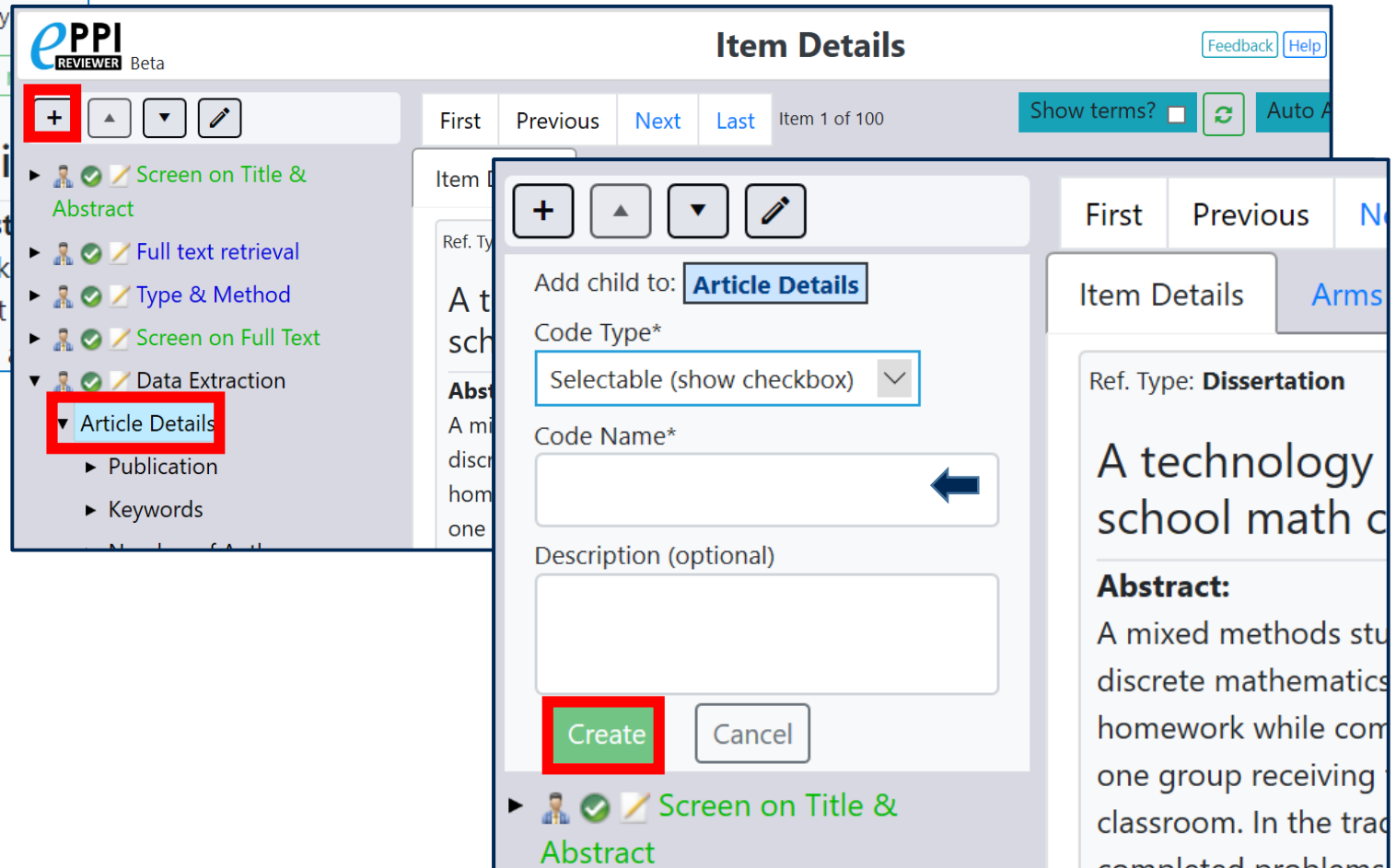
Documents:

Id	Ref	File Name	Actions
482601	Ali (2019)	Systematic Review Process.pdf	Download

1. Click on **Upload** at the bottom of the item record.
2. Select the file you want to upload and click on Open.
3. Your file will now appear at the bottom of the item record, in the Documents panel.
4. To view the PDF, click on the green eye icon.
5. To delete the PDF, click on the red trash icon.



1. Expand your coding tool by clicking on the black arrow.
2. Scroll down and click on the View PDF icon.
3. Read the studies and click on the checkboxes for the appropriate codes.



To add codes on the fly:

1. Click on the coding tool or parent code where you want to add the child code.
2. Click on the + icon.
3. Choose the code type.
4. Type in the code name.
5. Click on **Create**.

After coding your items within EPPI-Reviewer, you will need to export your data as a JSON file.

Review home | References | Reports | Search & Classify | Collaborate

Import Items | Cluster | **Coding Report** | In/Exclude | Export to RIS | Run Reports

- Screen on Title and Abstract
- Screen on Full Text
- Allocations
- Full text retrieval
- Data Extraction - Interactive Evidence Gap Map**
- Methodology
- Lingo3G clusters

JSON report?

- Selected items
- This Page
- This whole list

Get Report

View/Print

Close

Json reports can be very slow to appear when using Chrome, so it won't show here.

First | Previous | Page: 1 of 4 | Next | Last | Showing 100 items of 396 | View Options | Enhanced selection is On

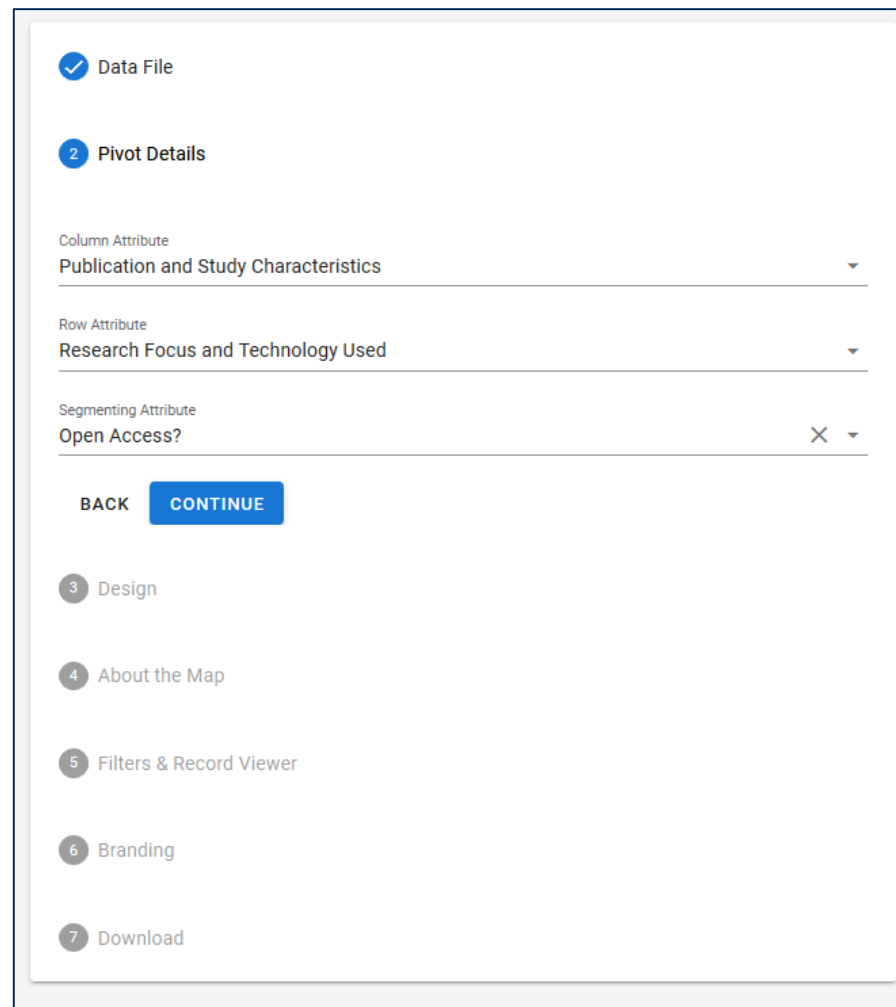
Showing Included Items

<input type="checkbox"/>	ID	Short title↑	Title	Year
<input checked="" type="checkbox"/>	50631788	Abbasi (2020)	Perceptions of students regarding E-learning during Covid-19 at a private medical college	2020

1. Go to the 'References' tab and click on 'Coding Report'.
2. Choose the coding tool to export.
3. Select the 'JSON report?' checkbox.
4. Choose which items to get the report for.
5. Click on 'Get Report'.
6. Click on the save icon and save to your device.

<http://eppimapper.digitalsolutionfoundry.co.za/>

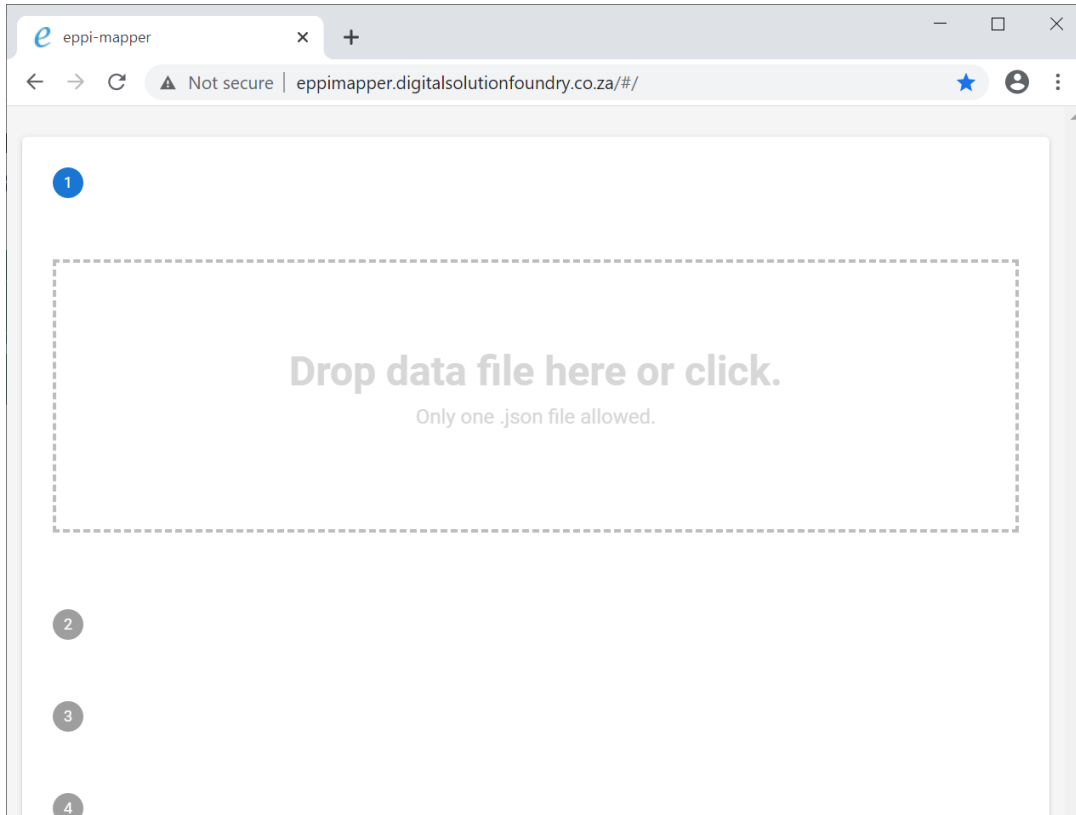
- Free for all EPPI-Reviewer users
- Uses EPPI-Reviewer data (JSON report)
- Simple, easy to use wizard
- Add further links, graphics and videos
- Include information for how others can submit to your review
- Download and share



The screenshot shows a multi-step wizard interface. The steps are:

1. Data File (Completed, indicated by a checkmark)
2. Pivot Details (Current step, indicated by a blue circle with the number 2)
 - Column Attribute: Publication and Study Characteristics
 - Row Attribute: Research Focus and Technology Used
 - Segmenting Attribute: Open Access?
3. Design
4. About the Map
5. Filters & Record Viewer
6. Branding
7. Download

At the bottom of the 'Pivot Details' step, there are two buttons: 'BACK' and 'CONTINUE'.



Step 1

Upload your JSON file.

➤ This file contains your mapping data

- EPPI-Mapper can be found at <http://eppimapper.digitalsolutionfoundry.co.za/#/>
- In this example I am using a JSON file of the Campbell mega-map project

2

Column Attribute
Outcome

Row Attribute
Intervention

Segmenting Attribute
Quality to be used

BACK CONTINUE

Step 2

Select the Column and Row data.

Select bubble data (Segmenting Attribute).

- The dropdown menus will be automatically populated based on the data found in the JSON file.
- Depending on your data, you might only have one choice in the Segmenting (bubble) attribute menu, or none at all.

3 Design

Default Map View

Bubble

 Start with collapsed headers

Side Header Colour



#00695C

HEX

Top Header Colour



#00695C

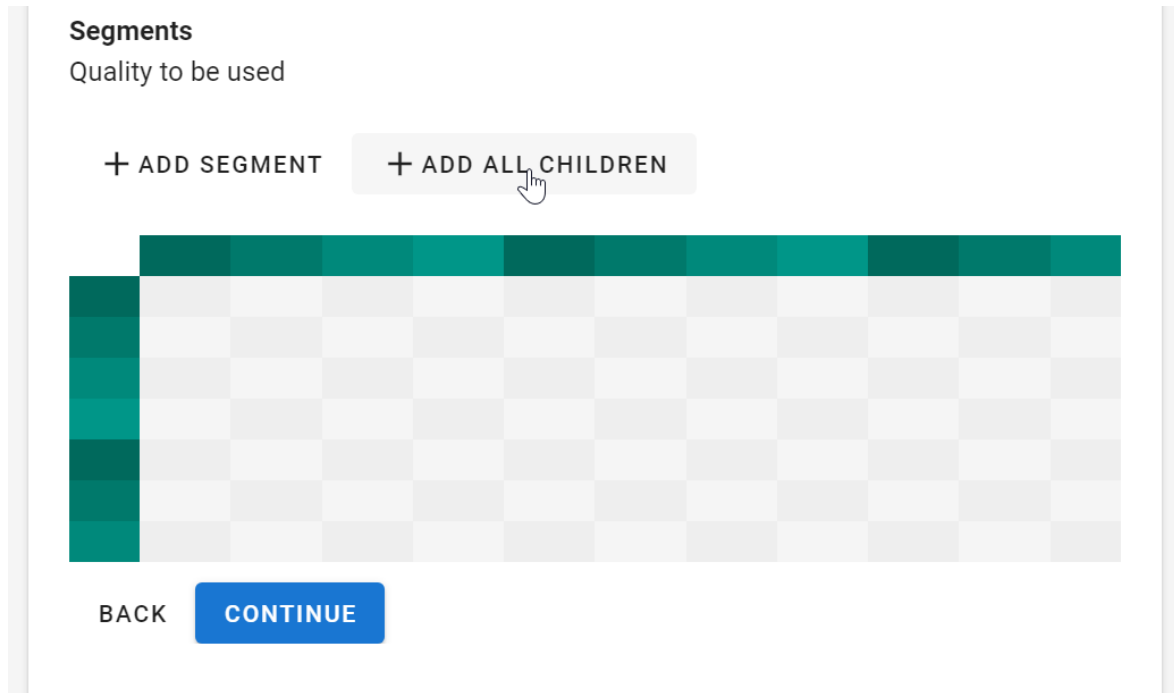
HEX

Segments

Step 3

Choose the map appearance.

- Choose the default style
- Start with collapsed headers?
- Colours for the rows and columns



Step 3 (cont.)

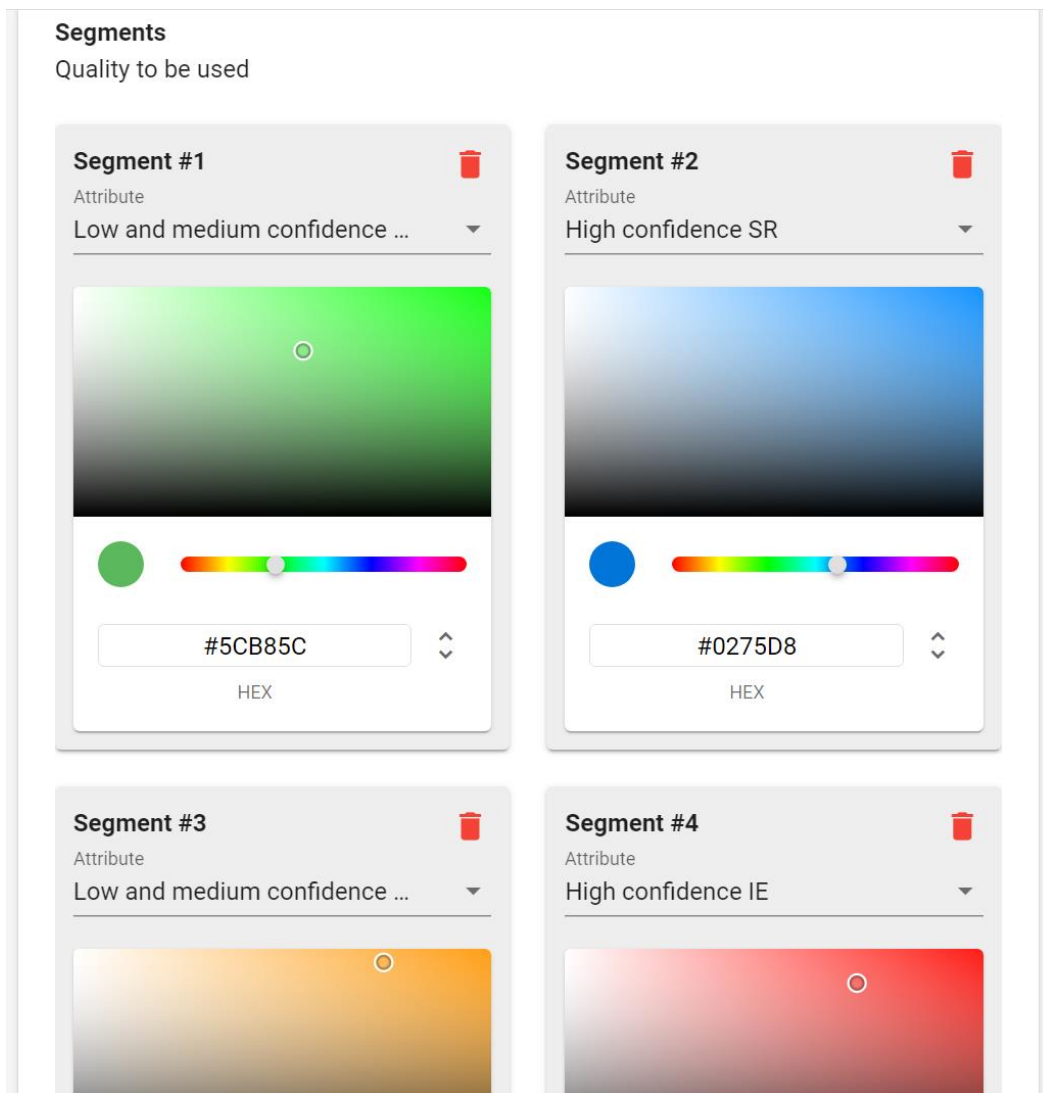
Choose bubble codes.

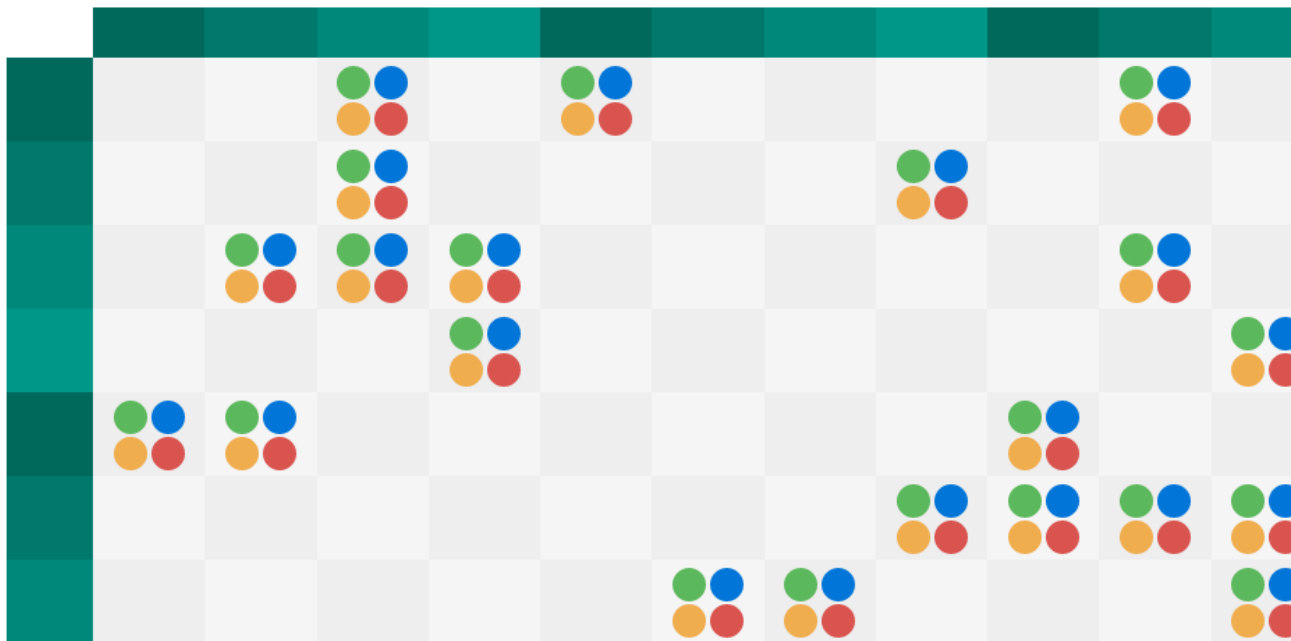
- The child codes of the selected segment will be displayed.
- You can manually select the codes (up to 4) or have the utility select the first 4 listed (Add all children).

Step 3 (cont.)

Choose bubble colours.

- You can visually select the colours or manually enter values
- RGB (hex and digital)
- HSL
- Recording values is useful if you need to generated an updated map in the future





BACK

CONTINUE

Step 3 (cont.)

Preview

- Before clicking continue, you get a preview of the colours you have selected.
- At any point in the process you can click 'Back' to change any of your previous selections.

4 About the Map

About

Tell your map users a little bit about this map so that they have more context around what it is and what story it is telling. You can leave this blank and the about section will not show up on the map.

A: ¶: +: ↶ ↷ ⋮

Type something

Submitting Studies

If you would like studies submitted to this map, explain here how that should be done.

A: ¶: +: ↶ ↷ ⋮

Type something

BACK

CONTINUE

Step 4

Add the **About** and **Submitting Studies** text

- These are optional and will not appear in the menu if left blank.
- The editors are very powerful and will be covered in Step 6.

5 Filters & Record Viewer

Allow records to be downloaded in RIS format

Filter Attributes ▼
Select all the properties you would like to be able to filter by.

Record Meta Properties ▼
Select all the properties you want to show in the record viewer.

Remove abstracts

BACK **CONTINUE**

Step 5

Set the **Export records** option.

Select the **filters** to display.

Select the **citation fields** to display.

- **Important:** Filters will be displayed in the order they are selected.
- Citation fields will be displayed in the order they are selected.
- **Remove abstracts** option hides the abstract in the citation.

6 Branding

Branding

A: ¶: +: ↶ ↷ ⋮

Type something

BACK

CONTINUE

A: ¶: +:

🔗 🖼️ 🎥 📄 😊 -

Type something

1 x 3

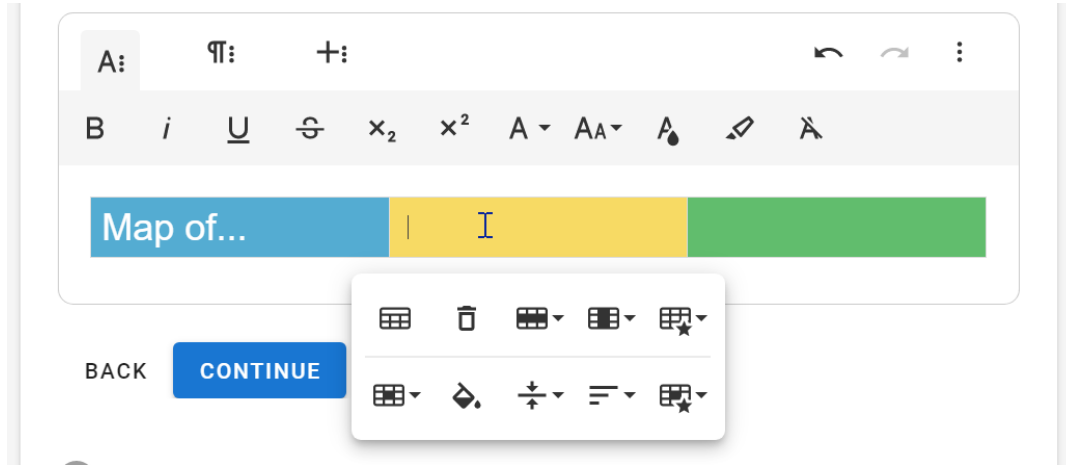
BACK

CONTINUE

Step 6

Branding

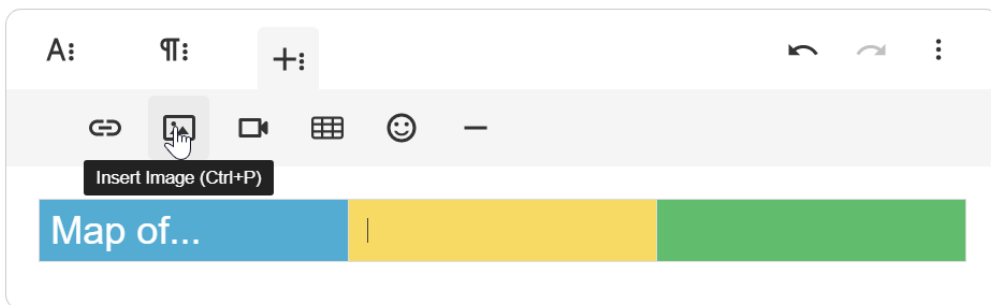
- Appears at the top of your EGM.
- Creating a table in the header will allow you to arrange text and images.
- Insert images.



Step 6 (cont.)

Branding

- Use different fonts, font size, font colours.
- Change cell backgrounds.
- Add images, animated gifs, videos.
- Almost anything is possible!



7 Download

Download

I want to host the report on a website online.

You can download your report below.
Once downloaded you can use it
anywhere, no internet needed.

BACK **DOWNLOAD**

Step 7

Download

- Click Download to generate and download the map file (as a HTML file).
- The map file can be used anywhere, no internet needed.
- The **host online** option will optimise the map, but that map will then need an internet connection.
- You can either upload your map to your own CMS, or we can host it on ours.

- The finished map file is an HTML formatted text file, so it can be edited in any text editor after it is created (e.g. Notepad++)
- If you are even a little bit familiar with HTML you can do quite a bit to change the map's appearance after it is created.
 - Any static text on map can be edited (including 'About' section)
 - Most colours can be changed
 - Padding can be added to table cells
- If you know a little bit of JavaScript you can go even further and start changing how the map behaves.
 - You can add functionality. Many of the additions to the mapping utility started with me manually editing an existing map

Objective: to code studies in EPPI-Reviewer, produce a JSON report and create an interactive EGM

Task:

1. Using your new coding tool in [EPPI-Reviewer](#), code at least 20 items.
2. Generate a JSON file.
3. Create an interactive evidence gap map using the [EPPI-Mapper app](#).

EPPI-Visualiser is a new web database tool, displaying the studies and coding conducted in your review.

- Any changes made in your review are updated live in the database.

The screenshot shows the EPPI-Visualiser interface for a specific record. The main title is "Emergency Remote Teaching in higher education during the COVID-19 pandemic". The interface includes a search bar, navigation buttons (Home, All records, Logout), and a sidebar with menu options like "List records", "Frequencies", and "Data Extraction".

Introduction

This open access database was created by Dr Melissa Bond for the living systematic review article entitled 'Emergency remote teaching in higher education: Mapping the first global online semester', which has been submitted for peer review, and authored by Dr Melissa Bond, Dr Svenja Bedenlier, Dr Victoria Marin, and Dr Marion Haendel. A pre-print of the article can be found [here](#).

This database was created using the EPPI-Visualiser tool within EPPI-Reviewer. As it is connected to the underlying review data, it will be updated live with any new studies added or data extracted.

Further information: [ResearchGate project](#)

Abstract: Resulting from the Covid-19 pandemic that spread globally in 2020, higher education courses were subsequently offered in full remote, online

Frequencies: Participant Continent

Continent	Frequency
Africa	~10
Asia	~350
Europe	~350
Middle East	~150
North America	~250
Oceania	~10
South and Central America	~100
Global	~10

Publications by year

Year	Count
2020	~350
2021	~20
Unknown	~10

The screenshot displays the ePPI web application interface. At the top, there is a search bar and navigation buttons for 'Home', 'All records', and 'Logout'. The main content area is titled 'Schools and Emergency Remote Education during the COVID-19 pandemic' and includes an 'Introduction' section with text about a living review by Dr. Melissa Bond. A sidebar on the left lists various filters, with 'Participant Continent' selected. Below the introduction, there is a 'Frequencies: Participant Continent' section with a horizontal bar chart showing the distribution of participants by continent. On the right, there is a 'Publications by year' section with a horizontal bar chart showing the number of publications for the years 2020, 2021, and Unknown. The interface also includes a 'Crosstabs' section with options for 'Full Crosstab', 'Self Crosstab', and 'Set X axis'.

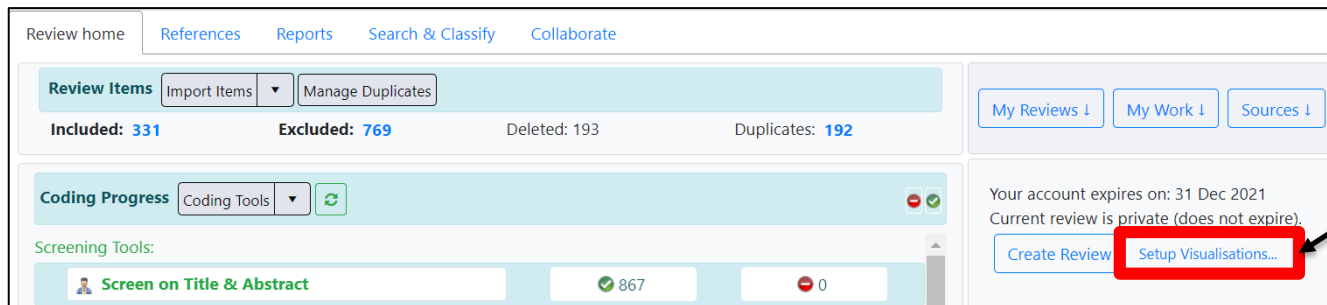
Publications by year

Year	Count
2020	350
2021	400
Unknown	100

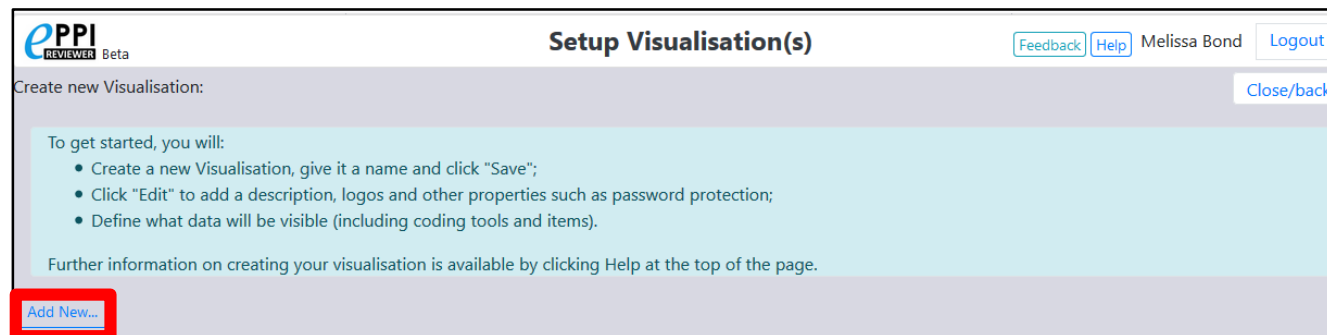
Frequencies: Participant Continent

Continent	Count
Africa	10
Asia	150
Europe	100
Oceania	20
Middle East	20
North America	50
South & Central America	10
Unclear	10

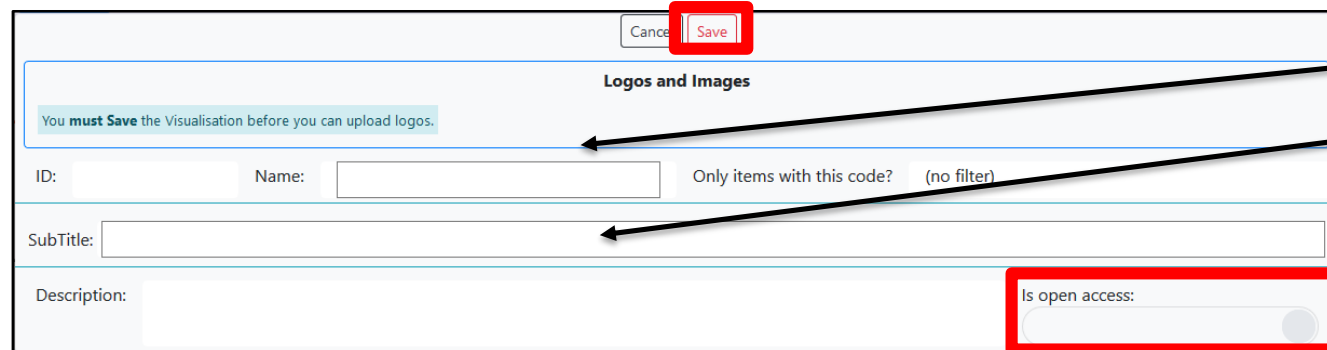
<https://epi.ioe.ac.uk/epi-vis/login/open?webdbid=5>



1. On the Review Home page, click on the blue 'Setup Visualisations' button.

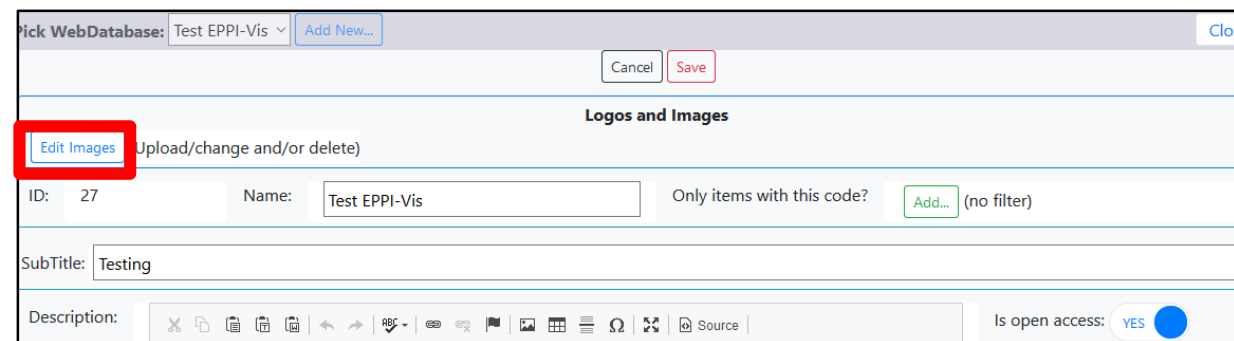


2. Click on 'Add New...'

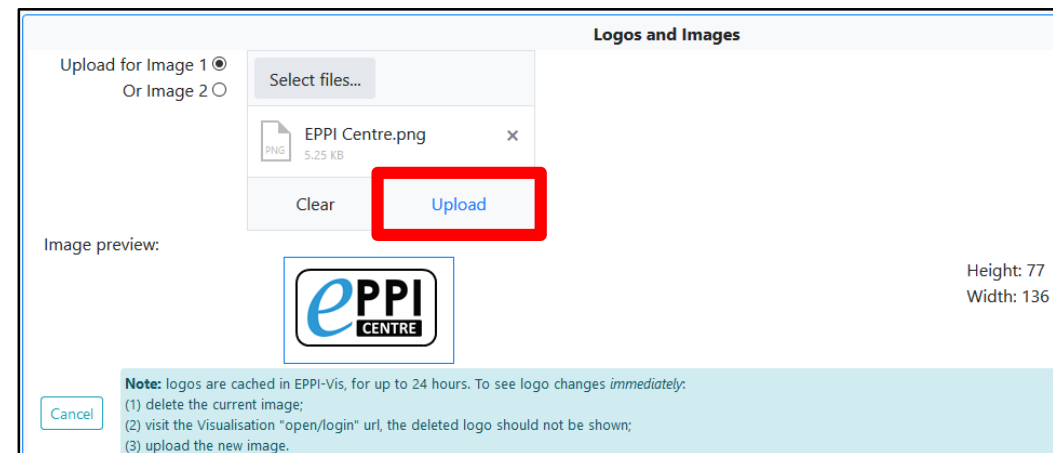
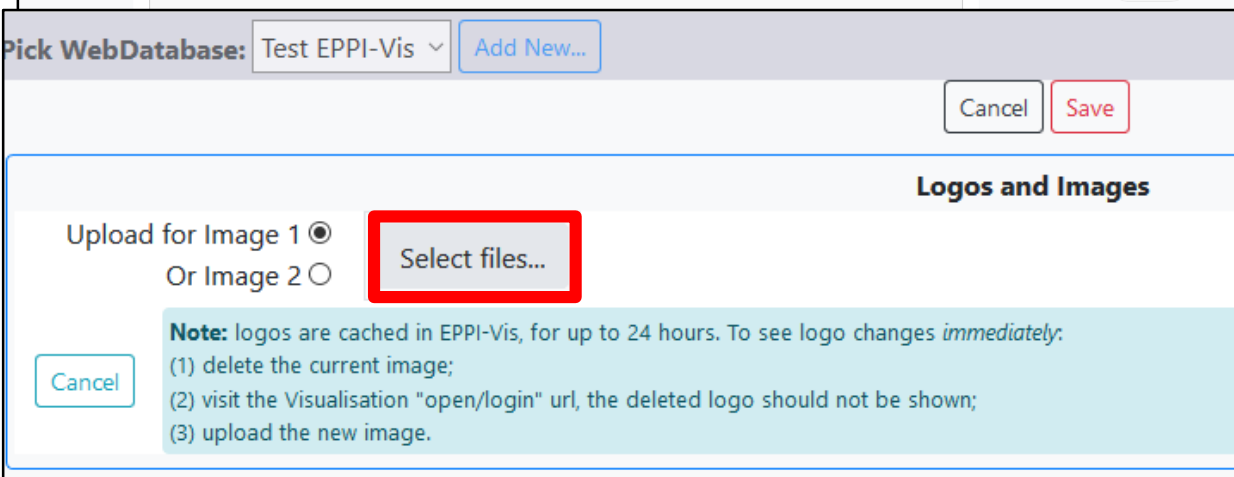


3. Type in a database name.
4. Type in a Subtitle (optional).
5. If you want to assign a password to it, click on the toggle under 'Is open access' and type in a password (This can also be done later).
6. Click 'Save'.

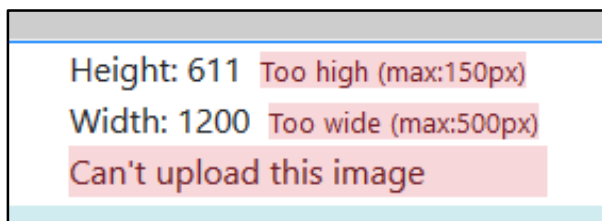
1. Click the green 'Edit!' button.
2. Type in a description – will appear in the 'Introduction' section.
3. If you only want to include studies that have a certain code, e.g. 'Include on Full Text', click on the green 'Add' button.
4. If you want to assign a password to it, click on the toggle next to 'Is open access' and type in a username and password.
5. Click save.



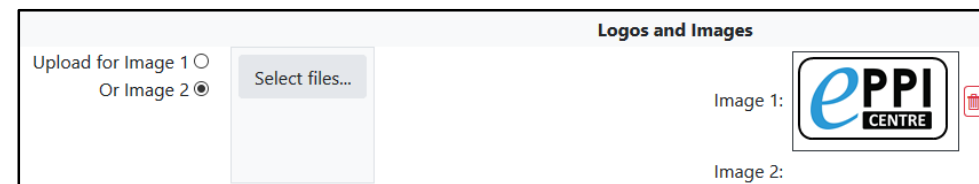
1. To upload images, click on 'Edit' and then the blue 'Edit Images' button.
2. Click on 'Select files...', choose the first image from your device.
3. Preview the image and click on 'Upload'.



4. If your image is too big, you will get a warning message.



5. To add another image, click on 'Edit Images' again and repeat the steps for Image 2.



Creating an EPPI-Vis web database

ePPI REVIEWER Beta Setup Visualisation(s) Feedback Help Melissa Bond Logout

Pick WebDatabase: Test EPPI-Vis Add New... Close/back

Test EPPI-Vis

Testing

Edit! View in EPPI-Vis

ID: 27 Name: Test EPPI-Vis Filter INCLUDE on full text

Subtitle: Testing

Description: This is my web database. Open Access

Public URL: <https://eppi.ioe.ac.uk/eppi-vis/login/open?webdbid=27>

No Coding Tools...

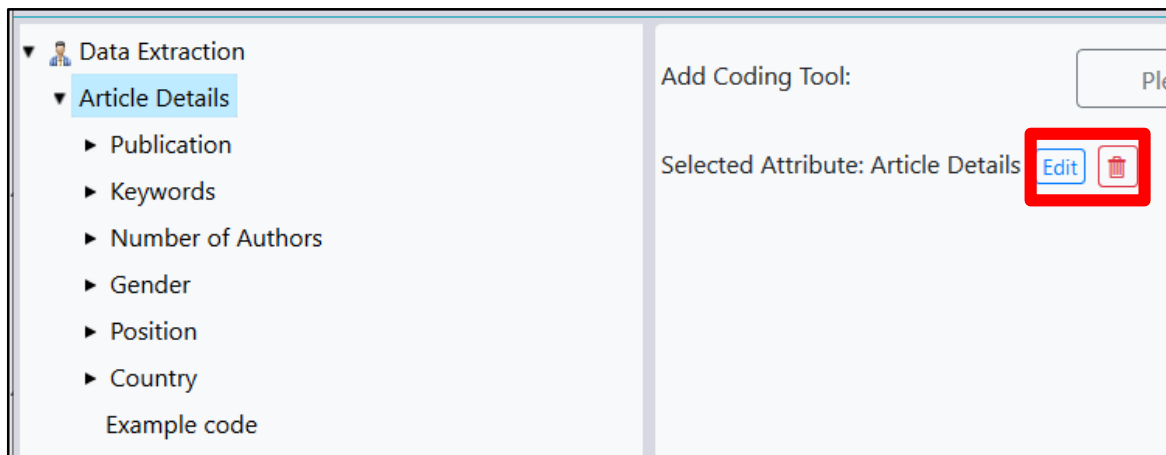
Add Coding Tool: Please select... No Code is Selected

Add Coding Tool: Data Extraction Add!

The database website address (URL) is now displayed.

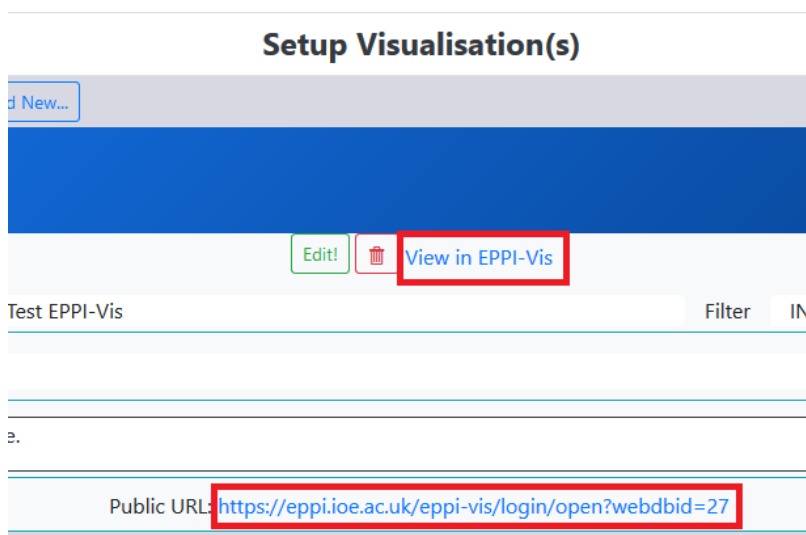
You can now choose which coding tools you would like to have displayed. To do this:

1. Click on 'Please select'.
2. Choose the coding tool and click 'Add!'.



You can also choose to have certain codes not appear in your database.

- This does not delete the codes from your review!
1. To remove a code completely, click on the red bin icon.
 2. To change the name of a code within your EPPI-Vis, click on 'Edit', change it and click on 'Save'.
 - Only changes how it appears in EPPI-Vis.



Now that your EPPI-Vis database has been setup, you can click on 'View in EPPI-Vis' or simply click on the blue URL link to see a preview.

Once you're happy with it, simply share the link.

Objective: to create an openly accessible EPPI-Visualiser web database

Task:

1. Within your review, create a web database of your coding using EPPI-Visualiser.

Professional development opportunity

Using Microsoft Academic in EPPI-Reviewer Web

- Free online webinar
- Friday, 23rd July 2021
- 11am-12pm (BST)

Register [here](#)

The graphic is a white rectangular box with a black border. At the top, there is a teal header bar containing the text 'INSTITUTE OF EDUCATION' on the left, the 'ePPI CENTRE' logo in the middle, and the 'UCL' logo on the right. Below the header, the text 'Free EPPI-Reviewer Webinars' is centered. Underneath, three dates and topics are listed: '18 June 2021 - Creating evidence gap maps', '30 June 2021 - Introduction to EPPI-Reviewer Web', and '23 July 2021 - Using Microsoft Academic'. At the bottom left, contact information for Dr Melissa Bond is provided, including her title, email address, and two Twitter handles. At the bottom right, there is a logo for 'ePPI REVIEWER'.

INSTITUTE OF EDUCATION

ePPI
CENTRE

UCL

Free EPPI-Reviewer Webinars

18 June 2021 – Creating evidence gap maps

30 June 2021 – Introduction to EPPI-Reviewer Web

23 July 2021 – Using Microsoft Academic

Dr Melissa Bond
EPPI-Reviewer Support Officer
EPPIsupport@ucl.ac.uk

@misc_nerd @EPPIReviewer

ePPI
REVIEWER

Further information

- [Schools and emergency remote education during the COVID-19 pandemic](#) – information and interactive evidence gap maps.
- [Schools and ERE during the COVID-19 pandemic](#) – article.
- [EPPI-Reviewer homepage](#) – sign up to a free one month trial.
- Recorded introductory [webinar](#) on using EPPI-Reviewer Web.
- [EPPI-Mapper information](#) – includes links to example maps.
- [EPPI-Mapper app](#)
- [EPPI-Reviewer instructional video](#) on interactive evidence gap maps.
- [EPPI-Reviewer instructional video](#) on how to create an EGM using EPPI-Mapper.
- Recorded [webinar](#) about creating interactive evidence gap maps.
- Information about [using Microsoft Academic Graph](#) within EPPI-Reviewer.
- [Mapping the field of emergency remote teaching in higher education due to COVID-19](#)

Contact Information

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ResearchGate: <https://www.researchgate.net/profile/Melissa-Bond-5>

LinkedIn: <https://www.linkedin.com/in/bondmelissa/>

YouTube: <https://www.youtube.com/user/EPPIReviewer4>

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