

# EPPI-Reviewer Web Demonstration

**Online Introductory Workshop  
4 September 2020**

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@misc\_nerd

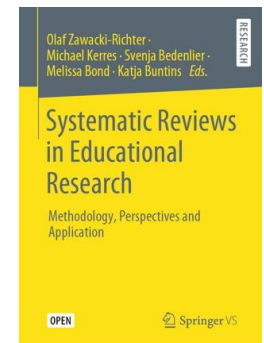


@EPPIReviewer



## Dr Melissa Bond

- Former high school teacher in SA (10 years)
- Research Associate (3 years, Uni Oldenburg)
- Defended PhD in July
- EPPI-Reviewer Support Officer (since Feb 2020)
- Systematic reviews
  - [Artificial Intelligence in Higher Education](#)
  - [Student engagement and educational technology in higher education](#)
  - [Student engagement and the flipped learning approach \(K-12\)](#)
  - Community of Inquiry framework
  - Scoping review – EPPI-Reviewer
  - COVID-19 studies in higher education
  - Editor of the open access book  
[Systematic Reviews in Educational Research](#)



**EPPI-Reviewer** 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.

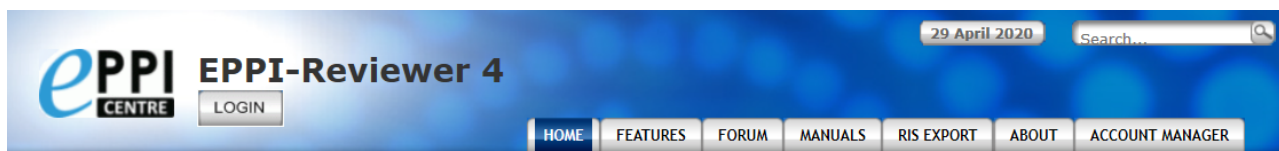
**EPPI-Reviewer** helps by:

- keeping your review process explicit and replicable
- enabling you to work with many others in one review
- keeping your data in one place
- allowing updates to your review
- allowing the easy creation of interactive evidence gap maps

- ☐ ER admin and accessing help.
- ☐ Logging in and basic navigation of ER Web.
- ☐ Importing references.
- ☐ Managing duplicates.
- ☐ Adding and editing coding tools/codes.
- ☐ Creating coding assignments.
- ☐ Line-by-line PDF coding.
- ☐ Generating reports.
- ☐ Interactive Evidence Gap Maps
- ☐ Any other questions?

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<https://eppi.ioe.ac.uk/cms/er4>



Home

## Introducing: EPPI-Reviewer Web

**EPPI-Reviewer Web** is a new web-based version of EPPI-Reviewer that provides an alternative interface to many common functionalities available in EPPI-Reviewer 4.

It works in all 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.


You can access the application here: <https://eppi.ioe.ac.uk/eppireviewer-web/home>


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


To learn more, see the announcement on the [forum](#)

Please send feedback and suggestions to [EPPIsupport@ucl.ac.uk](mailto:EPPIsupport@ucl.ac.uk).

## News

 We now have several brand new **videos on EPPI Reviewer Web!!!**  
Great for those new to EPPI Reviewer or switching from EPPI Reviewer 4

 **Mac users - if you have upgraded to OS X 10.15 (Catalina) or are considering upgrading, please see this [forum post](#). ER4 will not run under Catalina...**

 **Using EPPI-Reviewer 4 with Firefox!** You will need to use Firefox **ESR version 52.9.0**. Details can be found [here](#).

## Cochrane

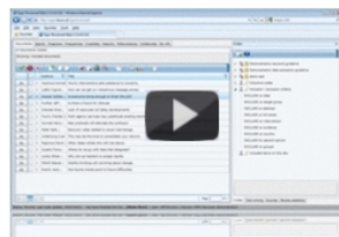
We are pleased to announce that EPPI-Reviewer is part of the developing Cochrane information infrastructure. For further information click [here](#).



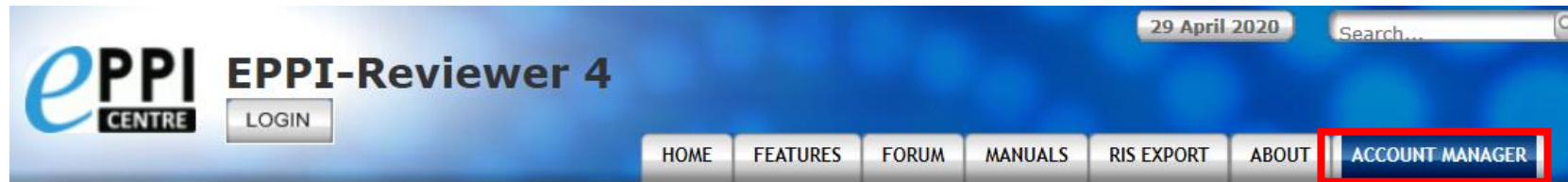
## EPPI Reviewer 4

EPPI-Reviewer 4 is software for all types of literature review, including systematic reviews, meta-analyses, 'narrative' reviews and meta-ethnographies. It is suitable for small or large-scale reviews (with some of our reviews containing over 1,000,000 items!

Launched in Autumn 2010, it has been used by thousands of reviewers across many projects covering a large range of diverse topics. Please see the [FEATURES](#) page for more details



- Access latest information about ER and features
- Support forums
- User manual, FAQ
- Instructional videos
- Export to RIS facility
- Access to the ER review and account manager



Account Manager

## EPPI-Reviewer 4 account and review manager

Welcome to the EPPI-Reviewer 4 account and review manager.

The account and review manager will allow you to create and manage your EPPI-Reviewer 4 accounts and reviews.

Status: Status: Normal.

If you already have an EPPI-Reviewer 4 account please click on **Login**.

**Login**

Access an existing account

[Forgot your Password?](#) [Forgot your Username?](#) [Need to activate your account?](#)

If you do not have an EPPI-Reviewer 4 account you can create one by clicking on **New account**.

**New account**

Create a new account

- Login using your EPPI-Reviewer username and password.
- Forgotten password and username facility.
- Create a new account.
- Activate your account.

## EPPI-Reviewer 4 account and review manager

EPPI-Reviewer 4 manager

Summary

Purchase

Utilities

Logout

Summary

Summary of this user and their reviews

**Your account summary**
Please note that all dates are dd/mm/yyyy

| ContactID | Name                | Email address          | Last login          | Logged in (hrs) | Account created     | Expiry date | Edit |
|-----------|---------------------|------------------------|---------------------|-----------------|---------------------|-------------|------|
| 8449      | Melissa Bond (test) | melissa.bond@ucl.ac.uk | 09/03/2020 13:17:10 | 0               | 17/05/2017 02:12:08 | 04/02/2021  | Edit |

**Accounts you have purchased**  
You have not purchased any other accounts

**Shareable reviews you have purchased or have administrative rights to**  
You have not purchased any shareable reviews.

**Your non-shareable reviews** (you create non-shareable reviews within EPPI-Reviewer 4)

| ReviewID | Name of review                              | Date created        | Last login by this reviewer | Edit |
|----------|---|---------------------|-----------------------------|------|
| 12392    | Melissa Bond's example non-shareable review | 17/05/2017 14:12:12 | 07/02/2020 13:08:21         | Edit |

**Other shareable reviews you are a member of**

| ReviewID | Name of review                | Review owner    | Date review created | Last login by this reviewer | Remove from review |
|----------|-------------------------------|-----------------|---------------------|-----------------------------|--------------------|
| 7        | A review for testing (Sergio) | Sergio Graziosi | 20/05/2010 10:40:19 | 09/03/2020 13:17:10         | Remove             |

Once logged in, you can:

- See and edit your account details.
- See and edit your private (non-shareable reviews).
- See which other reviews you are a member of.

YouTube video: <https://youtu.be/1UaZoHrqKZ8>



Shareable reviews you have purchased or have administrative rights to

| ReviewID | Name of review                             | Date review created | Last login by this reviewer | Expiry date  | Edit                 |
|----------|--|---------------------|-----------------------------|--|----------------------|
| 12407    | Active Learn                               | 18/05/2017 03:57:37 | 14/09/2018 13:04:34         | 31/12/2017 Expired                                       | <a href="#">Edit</a> |
| 12855    | PhD Systematic Review                      | 12/07/2017 01:37:00 | 23/05/2019 10:16:58         | 11/09/2017 Expired                                       | <a href="#">Edit</a> |
| 12885    | Active Learn Play                          | 18/07/2017 11:38:00 | 24/02/2020 12:23:39         | 23/12/2018 Expired                                       | <a href="#">Edit</a> |
| 16185    | BJET 1970-2018                             | 03/08/2018 12:59:13 | 04/02/2020 14:01:57         | 13/12/2018 Expired                                       | <a href="#">Edit</a> |
| 18000    | Artificial Intelligence Review             | 27/02/2019 15:02:48 | 09/03/2020 14:08:33         | 27/07/2019 Expired                                       | <a href="#">Edit</a> |
| 19487    | Girls access to economic assets (Map DEMO) | 18/07/2019 04:59:33 | 18/03/2020 17:01:06         | 08/03/2020 Expired In Site License 'MRS teaching' (ID:3) | <a href="#">Edit</a> |
| 20063    | Community of Inquiry Systematic Review     | 24/09/2019 09:14:13 | 24/03/2020 09:33:36         | 08/02/2020 Expired                                       | <a href="#">Edit</a> |

➤ Edit your review's name.

➤ Invite others into your shareable review.

➤ Set roles for other users (if permissions allow)

Review #

12855

Review title

PhD Systematic Review

Save

Cancel

Priority screening

☐ On
 ☒ Off

BL codes

Members of this review

Send invitation

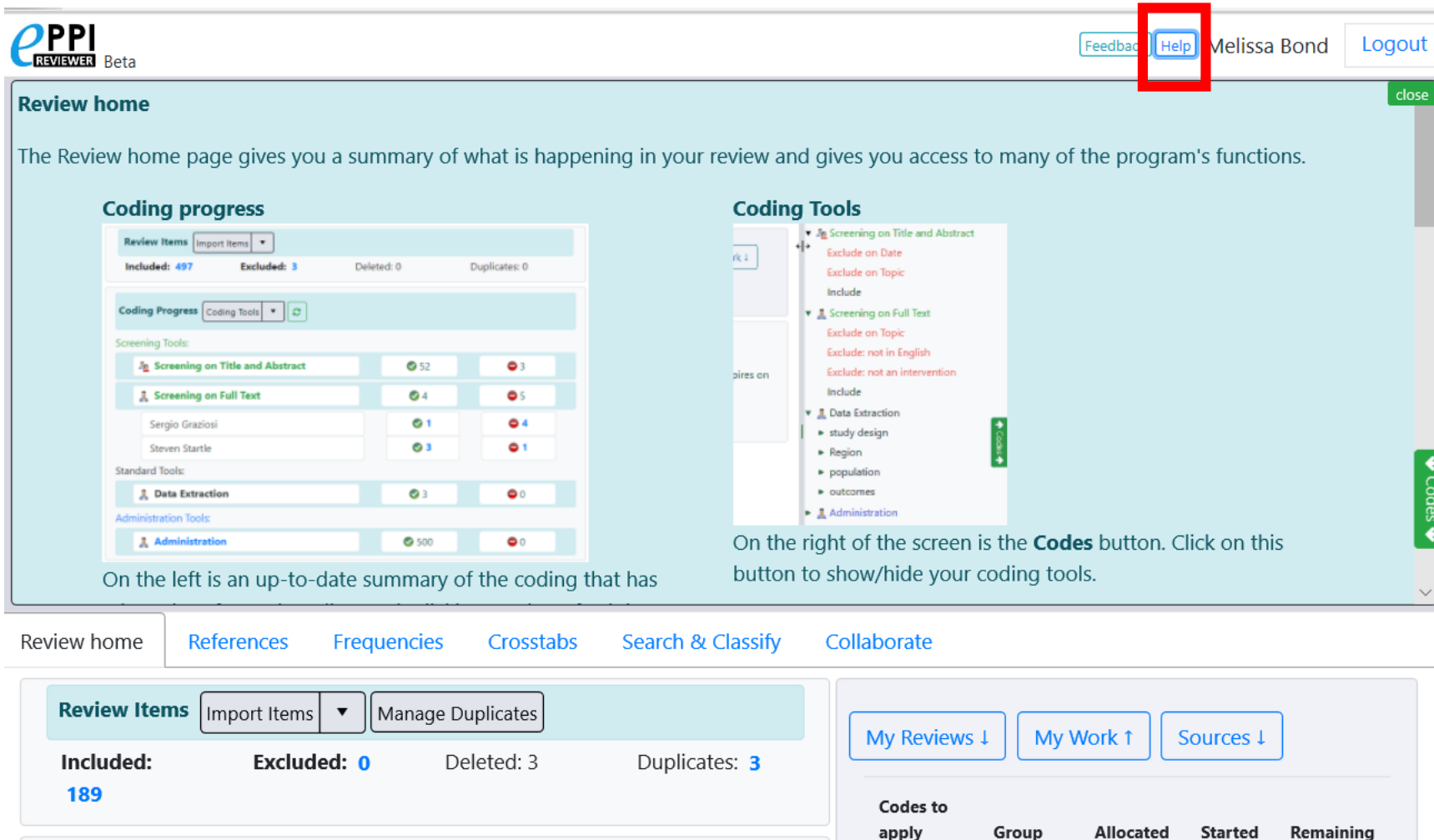
| Contact ID | Reviewer     | Email                         | Last access         | Coding only              | Read only                | Review admin                        | Remove from review     |
|------------|--------------|-------------------------------|---------------------|--------------------------|--------------------------|-------------------------------------|------------------------|
| 8451       | Melissa Bond | melissa.bond@uni-oldenburg.de | 23/05/2019 10:16:58 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <a href="#">Remove</a> |



The image shows two screenshots. The top screenshot is from the EPPI-Reviewer 4 website, displaying a navigation menu with options like HOME, FEATURES, FORUM, MANUALS, RIS EXPORT, ABOUT, and ACCOUNT MANAGER. Below the menu, there's a section titled 'Instructional videos' with a list of video topics and their durations, such as 'Introduction to EPPI Reviewer Web - General Differences (3:07)' and 'Setting up a typical systematic review using EPPI-Reviewer Web (7:36)'. The bottom screenshot is a YouTube interface showing a playlist titled 'EPPI-Reviewer Web videos' with 12 videos and 956 views. The playlist includes the same video topics as the website, such as 'Introduction to EPPI-Reviewer Web - General Differences' and 'Importing references into EPPI-Reviewer Web'.

- Accessed through [EPPI-Reviewer gateway](#) or our [YouTube channel](#).
- Video playlists available for [General](#), [ER4](#) and [ER Web](#).
- Variety of ER Web topics, including:
  - [Importing references](#)
  - [Editing coding tools](#)
  - [Screening/coding](#)
  - [Running reports](#)
  - [Interactive EGM](#)

- Click on the blue [Help](#) button to view contextual help.



The screenshot shows the EPPI-Reviewer Web Home Screen. At the top right, there is a navigation bar with buttons for 'Feedback', 'Help' (highlighted with a red box), 'Melissa Bond', and 'Logout'. Below this is a 'Review home' section with a 'close' button. The main content area is divided into two columns. The left column, titled 'Coding progress', shows a summary of coding progress with buttons for 'Review Items', 'Import Items', and 'Manage Duplicates'. It displays statistics: Included: 497, Excluded: 3, Deleted: 0, Duplicates: 0. Below this is a table of coding progress for various tools, including 'Screening on Title and Abstract', 'Screening on Full Text', 'Data Extraction', and 'Administration'. The right column, titled 'Coding Tools', shows a list of tools with expandable sections for 'Screening on Title and Abstract', 'Screening on Full Text', 'Data Extraction', and 'Administration'. On the far right, there is a vertical 'Codes' button. At the bottom, there is a navigation bar with buttons for 'Review home', 'References', 'Frequencies', 'Crosstabs', 'Search & Classify', and 'Collaborate'. Below this is a 'Review Items' section with buttons for 'Import Items' and 'Manage Duplicates', and a summary of coding progress: Included: 189, Excluded: 0, Deleted: 3, Duplicates: 3. On the right side of the bottom section, there are buttons for 'My Reviews', 'My Work', and 'Sources', and a table with columns for 'Codes to apply', 'Group', 'Allocated', 'Started', and 'Remaining'.

**Review home**

The Review home page gives you a summary of what is happening in your review and gives you access to many of the program's functions.

**Coding progress**

Review Items Import Items

Included: 497 Excluded: 3 Deleted: 0 Duplicates: 0

**Coding Tools**

Screening on Title and Abstract

Exclude on Date

Exclude on Topic

Include

Screening on Full Text

Exclude on Topic

Exclude: not in English

Exclude: not an intervention

Include

Data Extraction

study design

Region

population

outcomes

Administration

On the left is an up-to-date summary of the coding that has

On the right of the screen is the **Codes** button. Click on this button to show/hide your coding tools.

Review home References Frequencies Crosstabs Search & Classify Collaborate

**Review Items** Import Items Manage Duplicates

Included: 189 Excluded: 0 Deleted: 3 Duplicates: 3

My Reviews My Work Sources

Codes to apply Group Allocated Started Remaining

- ☐ ER admin and accessing help.
- ☒ **Logging in and basic navigation of ER Web.**
- ☐ Importing references.
- ☐ Managing duplicates.
- ☐ Adding and editing coding tools/codes.
- ☐ Creating coding assignments.
- ☐ Line-by-line PDF coding.
- ☐ Generating reports.
- ☐ Interactive Evidence Gap Maps
- ☐ Any other questions?

<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.

 Follow Us on Twitter

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

Latest Changes:

Version: 4.10.1.0

17/07/2019

Version 4.10.1.0 completes the migration of Comparison, Reconciliation and Coding Record features into EPPI-Reviewer Web. Main additions are in the Review Home tab and the Document Details screen, which now includes a "Coding Record" tab.

[Read More...](#)

[Review home](#)
[References](#)
[Frequencies](#)
[Crosstabs](#)
[Search & Classify](#)
[Collaborate](#)

Review Items

Import Items

Included: 75

Excluded: 0

Deleted: 1

Duplicates: 1

Coding Progress

Coding Tools

Screening Tools:

Screen on title & abstract

21

0

Screen on full report

8

0

Screen on Title and abstract

0

0

Standard Tools:

Data extraction tool

3

0

Administration Tools:

Allocation codes

20

0

Retrieval status

8

0

My Reviews

My Work

Sources

| apply                      | Group               | Allocated | Started | Remaining |
|----------------------------|---------------------|-----------|---------|-----------|
| Screen on title & abstract | Group 1 T&A         | 20        | 20      | 0         |
| Screen on full report      | Group 1 full report | 8         | 8       | 0         |

Your account expires on: 01/12/2019

Current review is private (does not expire).

Create Review

Status: Normal. Last code update: 17/07/2019

Current User: Steven Startle

Review: Steven Startle's example non-shareable review

- 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?](#)

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


[Follow Us on Twitter](#)



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

## 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.

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

**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 Academic (for testing / R&D)

[Read More...](#)

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.

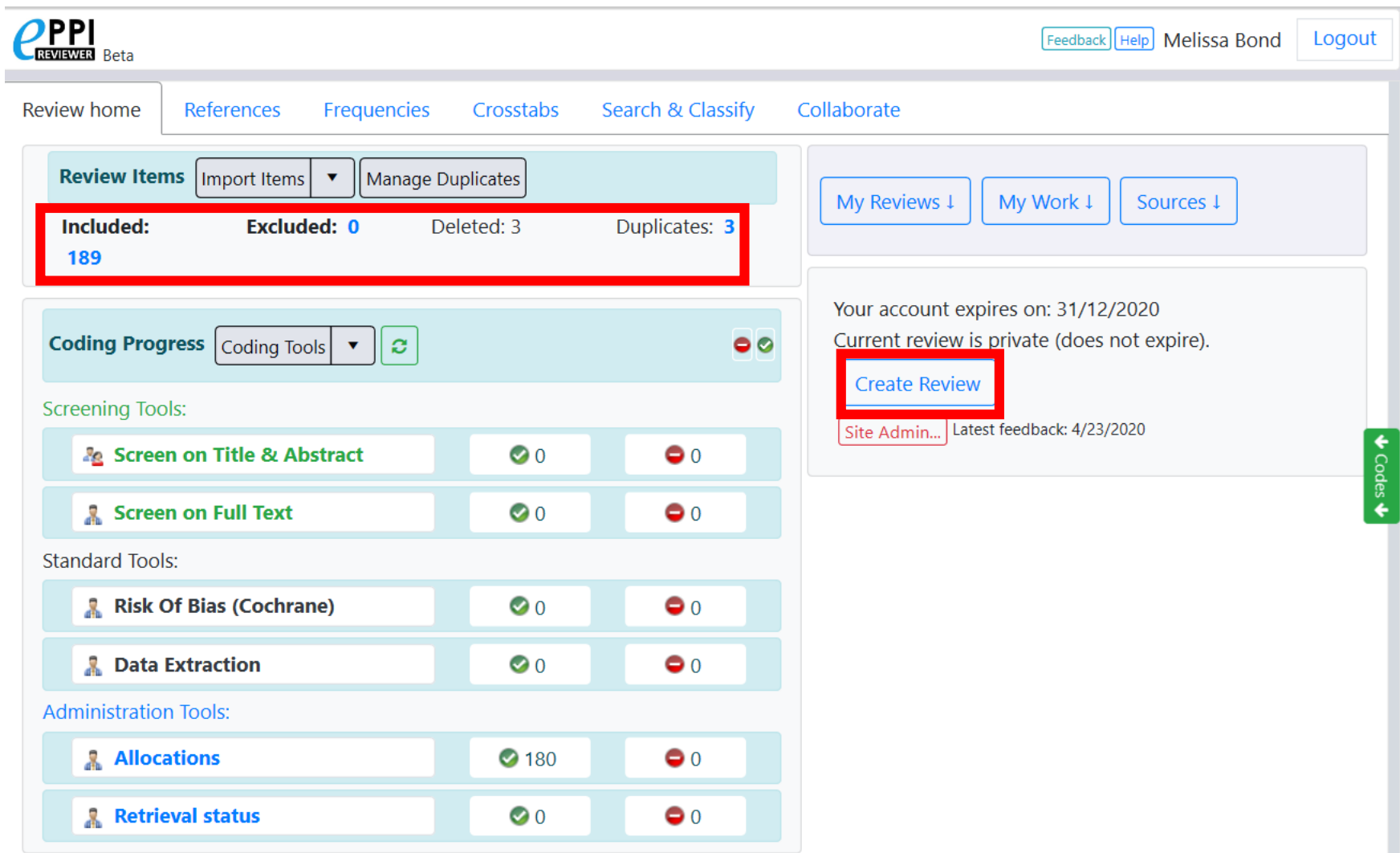
We encourage all users to provide feedback and suggestions by contacting [EPPIsupport@ucl.ac.uk](mailto:EPPIsupport@ucl.ac.uk).



[Create Review](#)

| ID    | Review Name   | Last Access: ↓ | Coding UI                 |
|-------|---|----------------|---------------------------|
| 7     | <a href="#">A review for testing (Sergio)</a>               | 09/03/2020     | <a href="#">Coding UI</a> |
| 12392 | <a href="#">Melissa Bond's example non-shareable review</a> | 07/02/2020     | <a href="#">Coding UI</a> |

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



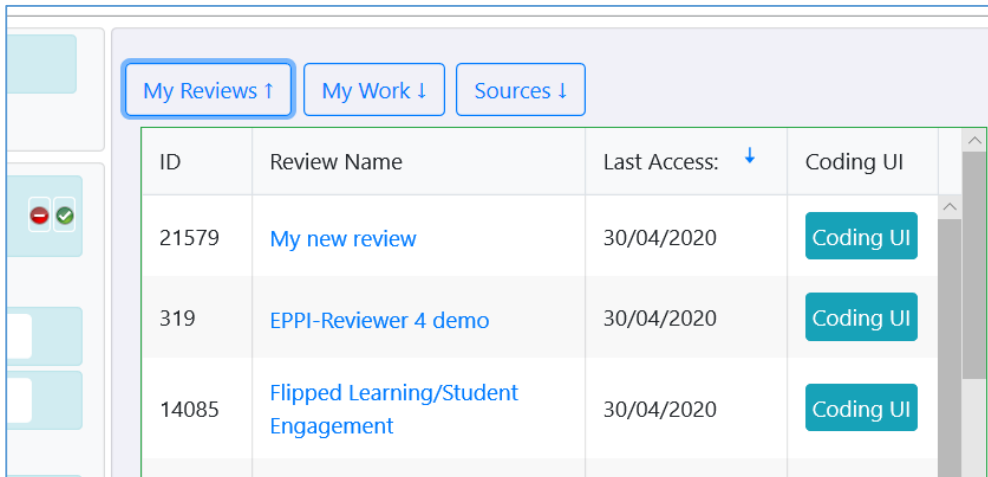
The screenshot shows the EPPI-Reviewer Web Home Screen. At the top, there is a navigation bar with the EPPI REVIEWER Beta logo, a Feedback button, a Help button, the user name Melissa Bond, and a Logout button. Below this is a secondary navigation bar with links to Review home, References, Frequencies, Crosstabs, Search & Classify, and Collaborate.

The main content area is divided into several sections:

- Review Items:** This section contains buttons for Import Items and Manage Duplicates. Below these, a summary of the review items is displayed: Included: 189, Excluded: 0, Deleted: 3, and Duplicates: 3. This summary is highlighted with a red box.
- Coding Progress:** This section features a Coding Tools dropdown menu and a refresh button. Below this, there are two categories of tools:
  - Screening Tools:**
    - Screen on Title & Abstract: 0 correct, 0 incorrect
    - Screen on Full Text: 0 correct, 0 incorrect
  - Standard Tools:**
    - Risk Of Bias (Cochrane): 0 correct, 0 incorrect
    - Data Extraction: 0 correct, 0 incorrect
  - Administration Tools:**
    - Allocations: 180 correct, 0 incorrect
    - Retrieval status: 0 correct, 0 incorrect
- Account Information:** On the right side, there is a box indicating that the account expires on 31/12/2020 and that the current review is private. A Create Review button is highlighted with a red box. Below this, there is a Site Admin... link and the latest feedback date of 4/23/2020.

- Quick overview of included, excluded, deleted and duplicate items.
- Can also create a new review from here.

## My Reviews panel

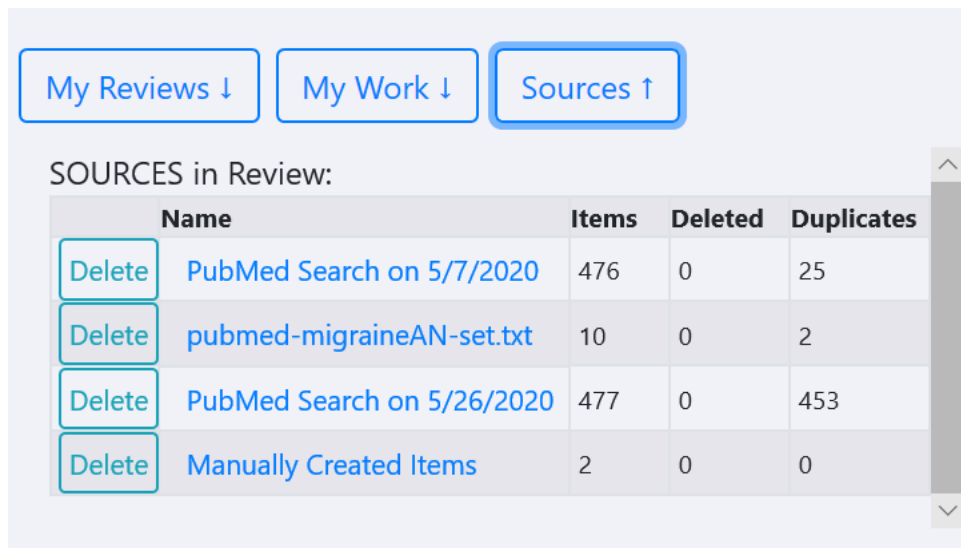


| ID    | Review Name   | Last Access: ↓ | Coding UI                 |
|-------|---|----------------|---------------------------|
| 21579 | <a href="#">My new review</a>                       | 30/04/2020     | <a href="#">Coding UI</a> |
| 319   | <a href="#">EPPI-Reviewer 4 demo</a>                | 30/04/2020     | <a href="#">Coding UI</a> |
| 14085 | <a href="#">Flipped Learning/Student Engagement</a> | 30/04/2020     | <a href="#">Coding UI</a> |

- 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.

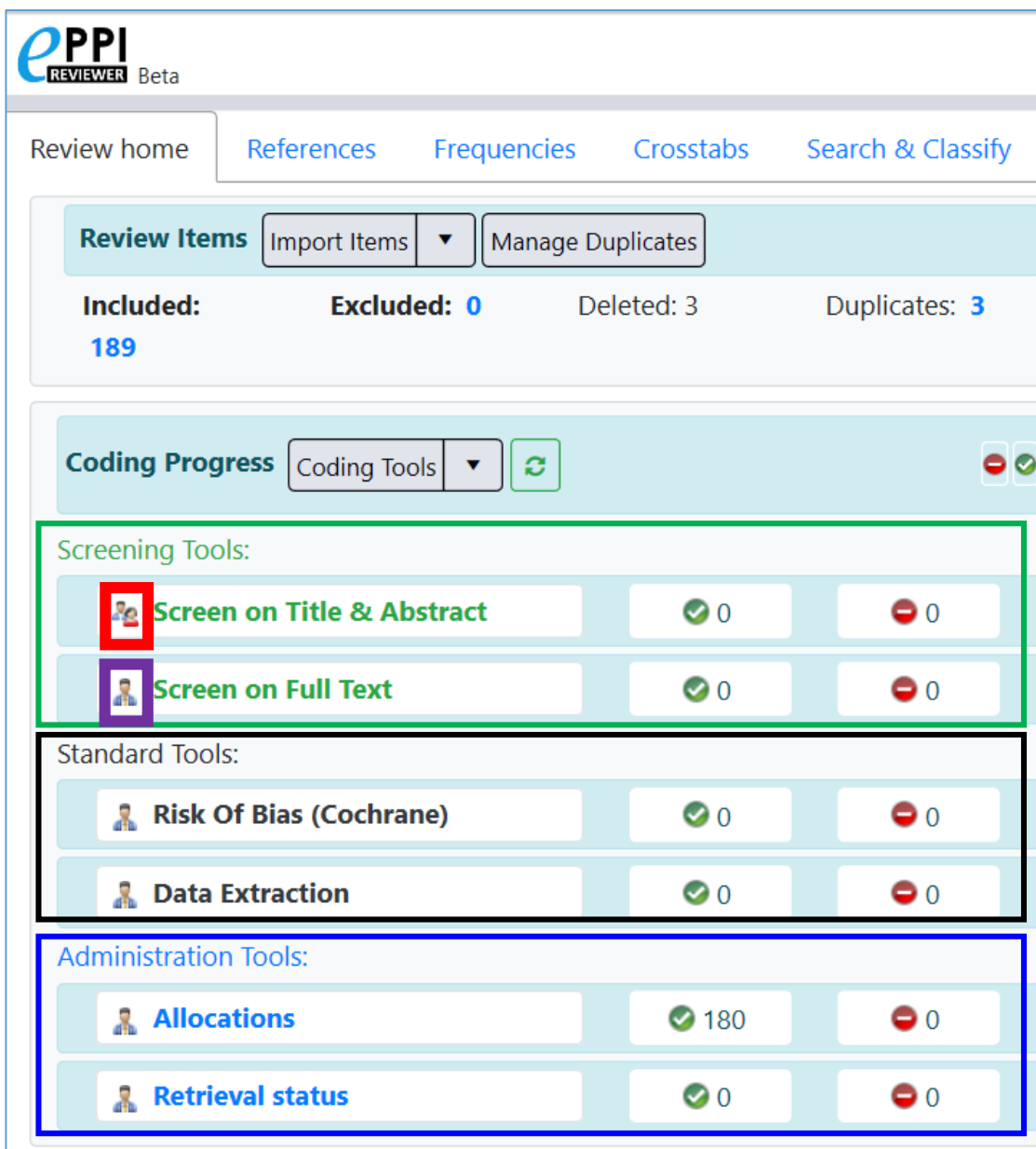
## Sources panel

- 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.



| SOURCES in Review:     |  |       |         |            |
|------------------------|--|-------|---------|------------|
|                        | Name                                       | Items | Deleted | Duplicates |
| <a href="#">Delete</a> | <a href="#">PubMed Search on 5/7/2020</a>  | 476   | 0       | 25         |
| <a href="#">Delete</a> | <a href="#">pubmed-migraineAN-set.txt</a>  | 10    | 0       | 2          |
| <a href="#">Delete</a> | <a href="#">PubMed Search on 5/26/2020</a> | 477   | 0       | 453        |
| <a href="#">Delete</a> | <a href="#">Manually Created Items</a>     | 2     | 0       | 0          |





The screenshot shows the EPPI-Reviewer Web Beta interface. At the top, there are navigation tabs: Review home, References, Frequencies, Crosstabs, and Search & Classify. Below these, the 'Review Items' section displays statistics: Included: 189, Excluded: 0, Deleted: 3, and Duplicates: 3. The 'Coding Progress' section shows a 'Coding Tools' dropdown and a refresh button. The interface is divided into three main tool categories, each with a list of tools and their status (checked/unchecked and counts):

| Tool Category        | Tool Name                  | Checked | Unchecked |
|----------------------|----------------------------|---------|-----------|
| Screening Tools      | Screen on Title & Abstract | 0       | 0         |
|                      | Screen on Full Text        | 0       | 0         |
| Standard Tools       | Risk Of Bias (Cochrane)    | 0       | 0         |
|                      | Data Extraction            | 0       | 0         |
| Administration Tools | Allocations                | 180     | 0         |
|                      | Retrieval status           | 0       | 0         |

- Coding Progress panel shows the coding tools within the review.

## Screening tools

- Include/Exclude only
- One level of hierarchy
- Normal or comparison mode

## Standard tools

- Multiple code types
- Multiple levels
- Normal or comparison mode

## Administration tools

- Selectable/non-selectable
- Multiple levels
- Normal data entry mode only

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

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

**Included:** 271      **Excluded:** 0      Deleted: 905      Duplicates: 7

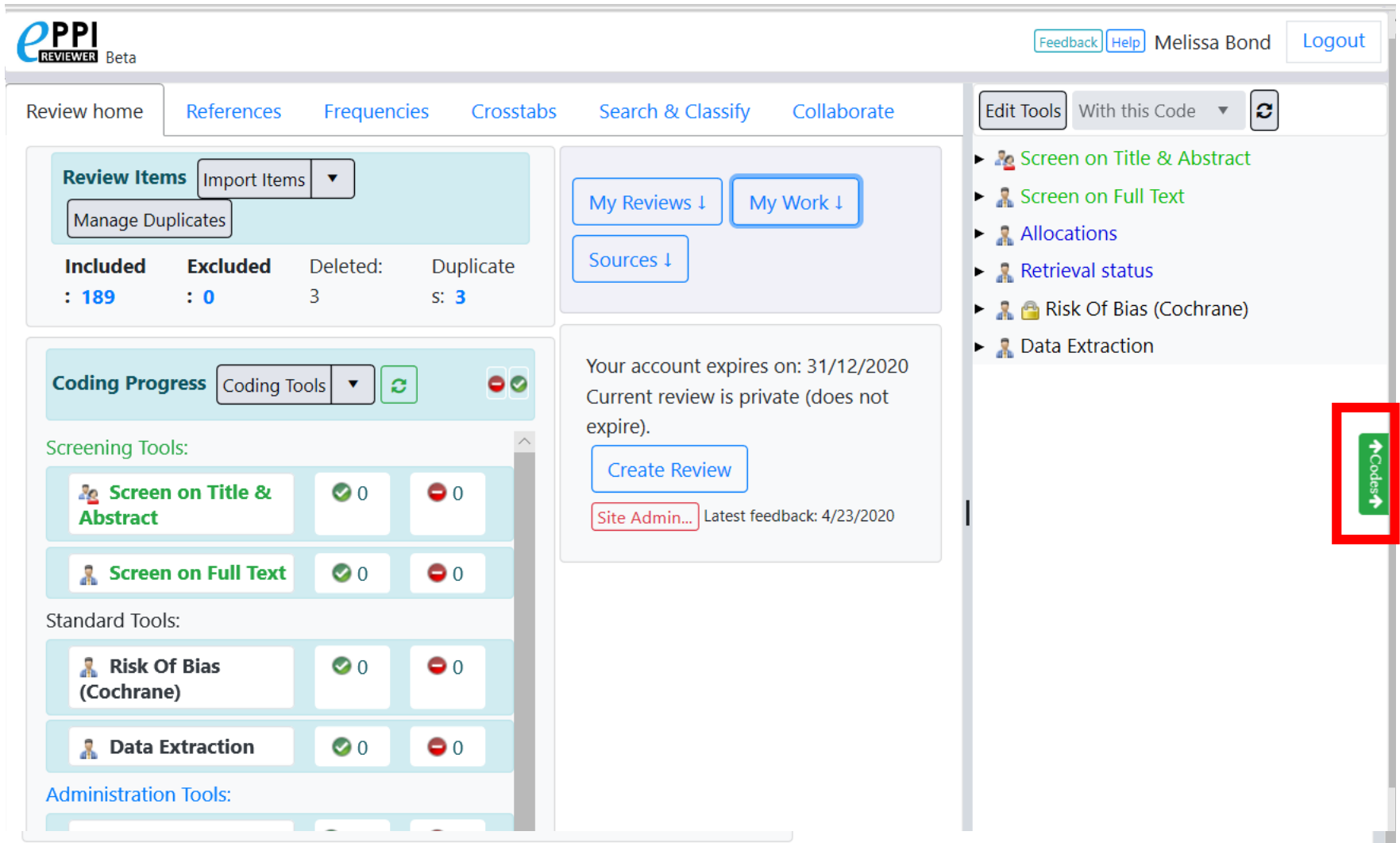
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**Coding Progress** | [Coding Tools](#) | [Refresh](#)

**Screening Tools:**

|   | Complete  | Incomplete  |
|---|---|---|
|  <b>Screen on Title &amp; Abstract</b> |  6 |  125 |
| Steven Startle  |  5 |  123 |
| Donald Soluable   |  1 |  125 |

- 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.



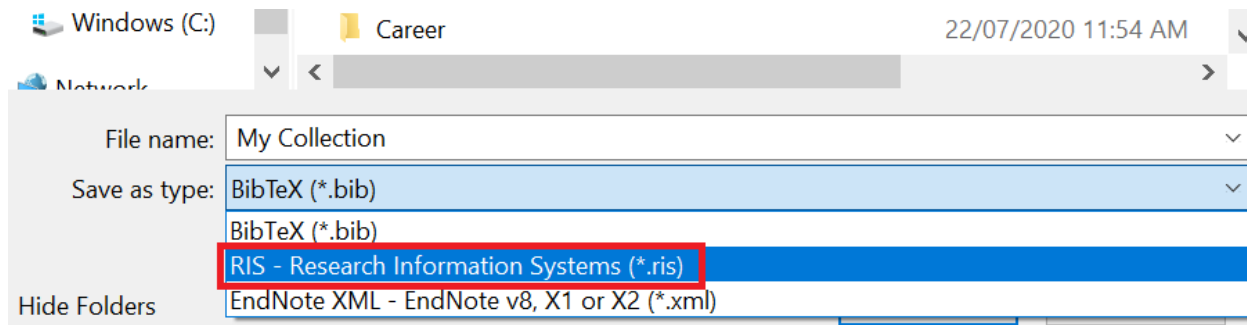
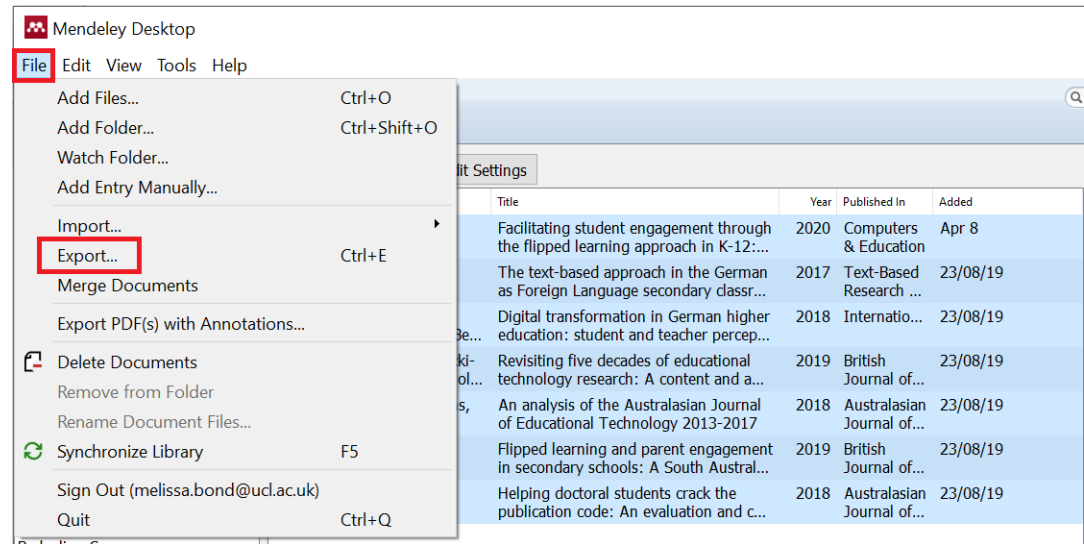
The screenshot shows the EPPI-Reviewer Web Home Screen. At the top, there is a navigation bar with the EPPI logo, a 'Beta' tag, and links for 'Feedback', 'Help', 'Melissa Bond', and 'Logout'. Below this is a secondary navigation bar with tabs for 'Review home', 'References', 'Frequencies', 'Crosstabs', 'Search & Classify', and 'Collaborate'. The main content area is divided into several sections:

- Review Items:** Includes buttons for 'Import Items' and 'Manage Duplicates'. It shows counts for 'Included' (189), 'Excluded' (0), 'Deleted' (3), and 'Duplicate' (3).
- Coding Progress:** Features a 'Coding Tools' dropdown and a refresh button. It lists 'Screening Tools' and 'Standard Tools' with progress indicators (green checkmarks and red minus signs) for each tool.
- Account Information:** Displays 'Your account expires on: 31/12/2020' and 'Current review is private (does not expire)'. It includes a 'Create Review' button and a 'Site Admin...' link.
- Right Sidebar:** Contains a list of tools with a 'Codes' button highlighted in a red box. The tools listed are: 'Screen on Title & Abstract', 'Screen on Full Text', 'Allocations', 'Retrieval status', 'Risk Of Bias (Cochrane)', and 'Data Extraction'.

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

- ☐ ER admin and accessing help.
- ☐ Logging in and basic navigation of ER Web.
- ☒ **Importing references.**
- ☐ Managing duplicates.
- ☐ Adding and editing coding tools/codes.
- ☐ Creating coding assignments.
- ☐ Line-by-line PDF coding.
- ☐ Generating reports.
- ☐ Interactive Evidence Gap Maps.
- ☐ Any other questions?

1. Select the documents that you want to export from Mendeley.
2. Click on **File** and then **Export**.



3. Type in a file name and **change the file type to RIS**.

4. Save to your device.



1. Ensure that you are logged into Google Scholar.
2. Conduct your search.
3. Click on the star at the bottom of an item to save it into your 'My Library'.
4. Once you have saved the items to export, click on My Library at the top right.
5. Select the items you want to export from the list.
6. Click on the export button.
7. Choose RefMan.
8. Save to your device.

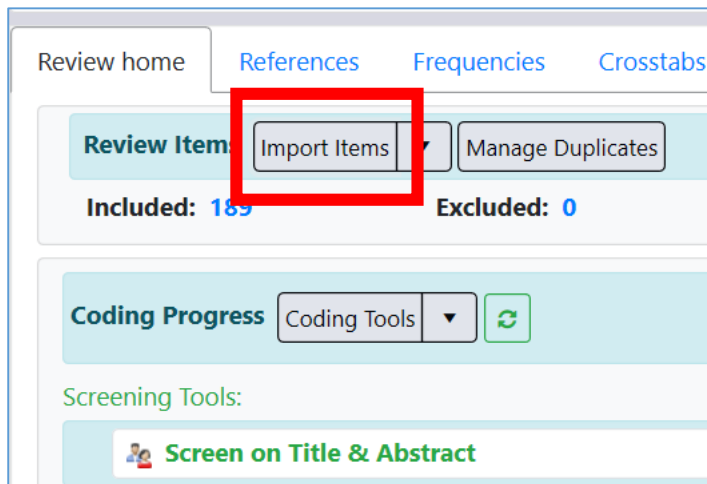
[PDF] Growth in the Amount of Literature Reviewed in a Meta-Analysis and Reviewer Resources.  
M Harwell - Mid-Western Educational Researcher, 2020 - mwera.org  
vidence (Veritas Health Innovation, 2019), Distillers (Evidence Partners, 2016), **EPPI - Rev**  
mas, Brunton, & Graziosi, 2010), and Rayyan (Ouzzani, Hammady, Fedorowicz, &  
Elmagarmid, 2016) are examples of computer programs that can facilitate Steps 3 and 4 ...  
☆ Related articles All 2 versions Import into RefMan

☑ ✎ 🗑️  🏷️ My profile ★ My library

Showing all articles in your library  
Search instead for "EPPI-Reviewer"

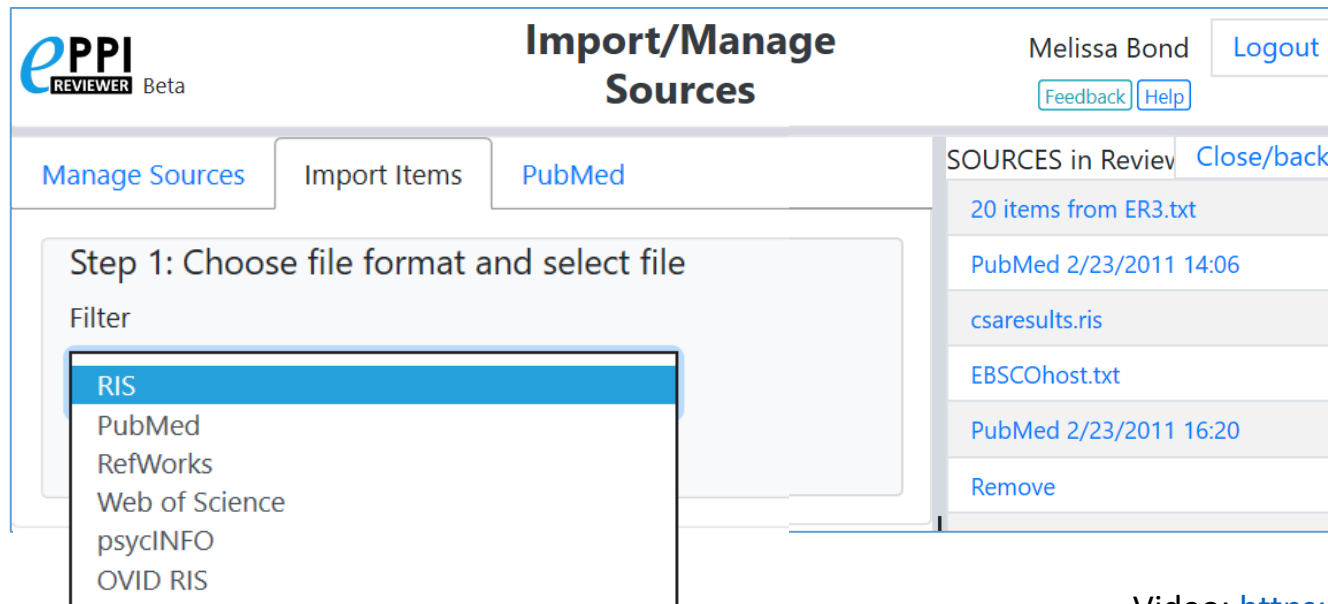
☑ [PDF] mwera.org  
Growth in the Amount of Literature Reviewed in a Meta-Analysis and Reviewer Resources.  
M Harwell - Mid-Western Educational Researcher, 2020 - mwera.org  
Accurate and consistent reviews of documents describing research studies are essential to valid and generalizable inferences in a meta-analysis. Traditionally a small number of reviewers screen studies using the title, abstract, and possibly the full text to determine a ...  
Related articles All 2 versions Import into RefMan

   
BibTeX  
EndNote  
**RefMan**  
CSV  
Mid-Western Educational



## *Review home tab*

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



- Select an import filter.

❖ RIS for Mendeley & Google Scholar

- Find your file and click open.

[Manage Sources](#)
[Import Items](#)
[PubMed](#)

Step 2: Preview and import:

Results: Total references = **10**

Source Name

Fl.txt

Date of search

30-Apr-2020

Search String (optional)

Database (optional)

Description (optional)

Notes (optional)

- 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.



Manage Sources Import Items PubMed

You can search **PubMed** directly from here.

PubMed is a free resource that is developed and maintained by the National Center for Biotechnology Information (NCBI), at the U.S. National Library of Medicine (NLM), located at the National Institutes of Health (NIH).

Step 1: Enter search string

Search String

dog and cat

Search PubMed

Manage Sources Import Items PubMed

Step 2: Preview and import

back

Show Preview

Results: Total references = **12807**

Source Name PubMed Search on 5/1/2020 Date of search: 01/05/2020 Database: PubMed

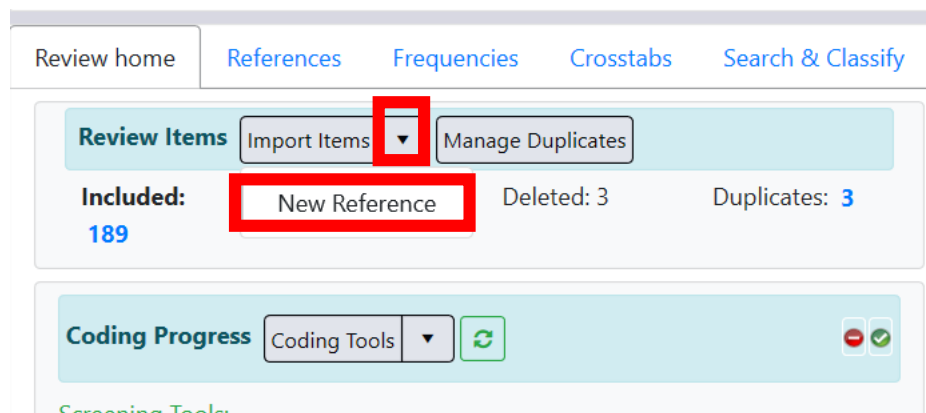
Search String dog and cat

Description (optional)

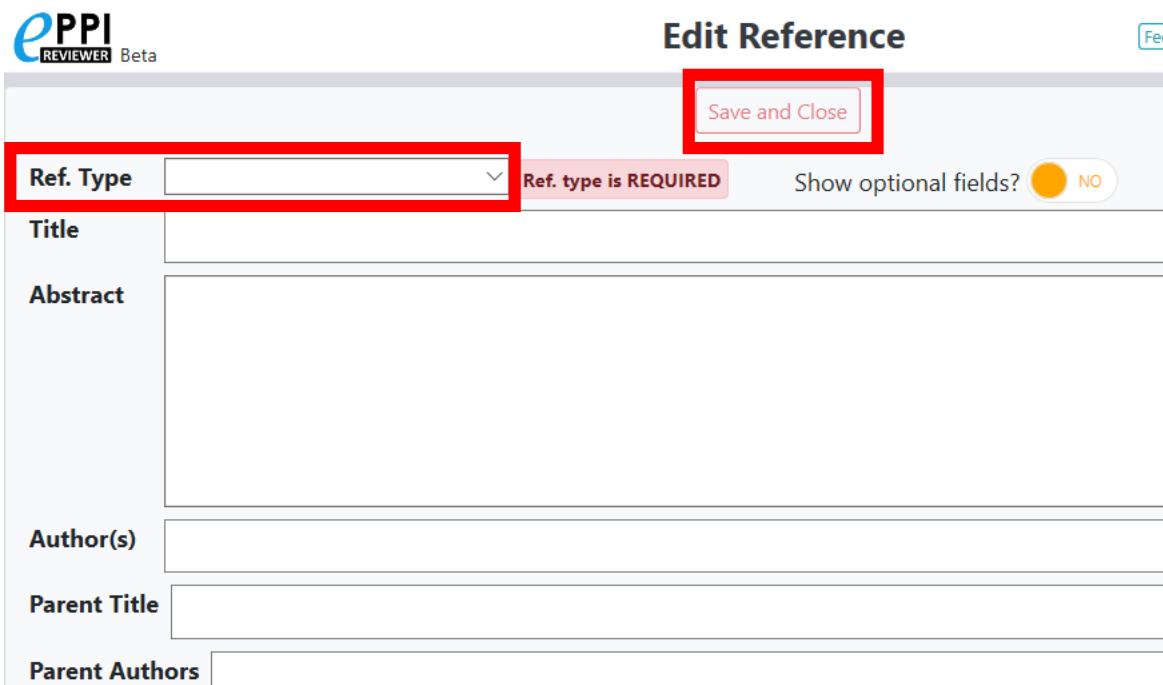
Notes (optional)

Import from Item: 1 to Item 10,000 Import


- Click on **PubMed** tab.
- Type in your search terms.
- Click **Search PubMed** and the items will be listed.
- Preview items and set the number to import (not too many!)
- Click **Import** to bring the items into your review.



- Review home tab.
- Click on the **black arrow** next to Import Items.
- Click on **New Reference**.



- Enter the citation details in the Edit Reference window.
- Be sure to select the correct reference type (e.g. journal article).
- When finished, click **Save and Close**.



[Feedback](#)
[Help](#)
Melissa Bond
[Logout](#)

## Import/Manage Sources

[Manage Sources](#)
[Import Items](#)
[PubMed](#)

Source Name

Date of search

Database (optional)

Search String (optional)

Description (optional)

Notes (optional)

Only deleted sources that do not contain master items of duplicates may be deleted permanently.

### Source Stats:

Items: **20**
Import Date: **23/02/2011**

Items coded: **20**
Is Deleted: **false**

Uploaded documents: **5**
Duplicates: **0**

Masters of duplicates: **0**
Outcomes: **7**

Deleted Items: **0**
Import Filter: **RIS**

SOURCES in Review:

20 items from ER3.txt

PubMed 2/23/2011 14:06

csaresults.ris

EBSCOhost.txt

PubMed 2/23/2011 16:20

Remove

PubMed Search on 10/21/2015

PubMed Search on 11/9/2015

Close/back

- A list of sources in the review is also displayed.
  - Clicking on one will show you the source information.
- To return to the previous screen, click on **Close/back** in the top right-hand corner.

Video: [https://youtu.be/Emkuq5H\\_FB0](https://youtu.be/Emkuq5H_FB0)




27

- ☐ ER admin and accessing help.
- ☐ Logging in and basic navigation of ER Web.
- ☐ Importing references.
- ☒ **Managing duplicates.**
- ☐ Adding and editing coding tools/codes.
- ☐ Creating coding assignments.
- ☐ Line-by-line PDF coding.
- ☐ Generating reports.
- ☐ Interactive Evidence Gap Maps.
- ☐ Any other questions?


Review home   References   Frequencies   Crosstabs   Search & Classify   Coll


**Review Items**   Import Items   **Manage Duplicates**

Included: 189   Excluded: 0   Deleted: 3   Duplicates: 3

**Coding Progress**   Coding Tools     

Screening Tools:

 **Screen on Title & Abstract**

 **Screen on Full Text**

Standard Tools:

Clicking the **Manage Duplicates** button opens the **Duplicates** window.


**ePPI REVIEWER Beta**   **Duplicates**   [Feedback](#)   [Help](#)   Melissa Bond   [Logout](#)

[Refresh](#)   [Get New Duplicates](#)   [Mark Automatically](#)   [Close/back](#)

6 groups of possible duplicates loaded (6 marked as completed).

| Done? | ID      | Short Title     |
|-------|---------|-----------------|
| true  | 4304830 | Salo (2011)     |
| true  | 4304831 | Liu (2010)      |
| true  | 4304832 | Garden (2010)   |
| true  | 4304833 | Gandolfi (2010) |
| true  | 4304834 | Bal (2009)      |
| true  | 4304835 | Hsu (2010)      |

|                        |   |                     |       |                       |               |                 |                        |
|------------------------|---|---------------------|-------|-----------------------|---------------|-----------------|------------------------|
| <b>Master Item ID:</b> | 1224348   | <b>Coded count:</b> | 7     | <b>Uploaded Docs:</b> | 0             | <b>Pages:</b>   |                        |
| <b>Pub Type:</b>       | Journal, Article  | <b>Date:</b>        | 2011  | <b>Source:</b>        | PubMed        | 2/23/2011 14:06 |                        |
| <b>Authors(s):</b>     | Salo Päivi M M; Calatroni Agustin ; Gergen Peter J J; Hoppin Jane A A; Sever Michelle L L; Jaramillo Renee ; Arbes Samuel J SJ Jr; Zeldin Darryl C C; |                     |       |                       |               |                 |                        |
| <b>Title:</b>          | Allergy-related outcomes in relation to serum IgE: Results from the National Health and Nutrition Examination Survey 2005-2006.                       |                     |       |                       |               |                 |                        |
| <b>Pub Name:</b>       | The Journal of allergy and clinical immunology  |                     |       |                       |               |                 |                        |
| Item ID:               | 1224547   | Coded count:        | 3     | Uploaded Docs:        | 0             | Pages:          |                        |
| Pub Type:              | Journal, Article  | <b>Similarity:</b>  | 1.000 | Date:                 | 2011 February | Source:         | PubMed 2/23/2011 16:20 |
| Authors(s):            | Salo Päivi M M; Calatroni Agustin ; Gergen Peter J J; Hoppin Jane A A; Sever Michelle L L; Jaramillo Renee ; Arbes Samuel J SJ Jr; Zeldin Darryl C C; |                     |       |                       |               |                 |                        |
| Title:                 | Allergy-related outcomes in relation to serum IgE: Results from the National Health and Nutrition Examination Survey 2005-2006.                       |                     |       |                       |               |                 |                        |
| Pub Name:              | The Journal of allergy and clinical immunology  |                     |       |                       |               |                 |                        |
| Marked As:             | <b>Duplicate</b> <a href="#">Not a Duplicate</a> <a href="#">Mark as Master</a>   |                     |       |                       |               |                 |                        |



## Duplicates

[Feedback](#) [Help](#) Melissa Bond [Logout](#)

[Refresh](#) [Get New Duplicates](#) [Mark Automatically](#) [Close/back](#)

6 groups of possible duplicates loaded (6 marked as completed).

| Done? | ID      | Short Title     |
|-------|---------|-----------------|
| true  | 4304830 | Salo (2011)     |
| true  | 4304831 | Liu (2010)      |
| true  | 4304832 | Garden (2010)   |
| true  | 4304833 | Gandolfi (2010) |
| true  | 4304834 | Bal (2009)      |
| true  | 4304835 | Hsu (2010)      |

**Master Item ID:** 1224348

**Coded count:** 7

**Uploaded Docs:** 0

**Pages:**

**Pub Type:** Journal, Article

**Date:** 2011

**Source:** PubMed  
2/23/2011 14:06

**Authors(s):** Salo Päivi M M; Calatroni Agustin ; Gergen Peter J J; Hoppin Jane A A; Sever Michelle L L; Jaramillo Renee ; Arbes Samuel J SJ Jr; Zeldin Darryl C C;

**Title:** Allergy-related outcomes in relation to serum IgE: Results from the National Health and Nutrition Examination Survey 2005-2006.

**Pub Name:** The Journal of allergy and clinical immunology

**Item ID:** 1224547

**Coded count:** 3

**Uploaded Docs:** 0

**Pages:**

**Pub Type:** Journal, Article

**Similarity:** 1.000

**Date:** 2011 February

**Source:** PubMed  
2/23/2011 16:20

**Authors(s):** Salo Päivi M M; Calatroni Agustin ; Gergen Peter J J; Hoppin Jane A A; Sever Michelle L L; Jaramillo Renee ; Arbes Samuel J SJ Jr; Zeldin Darryl C C;

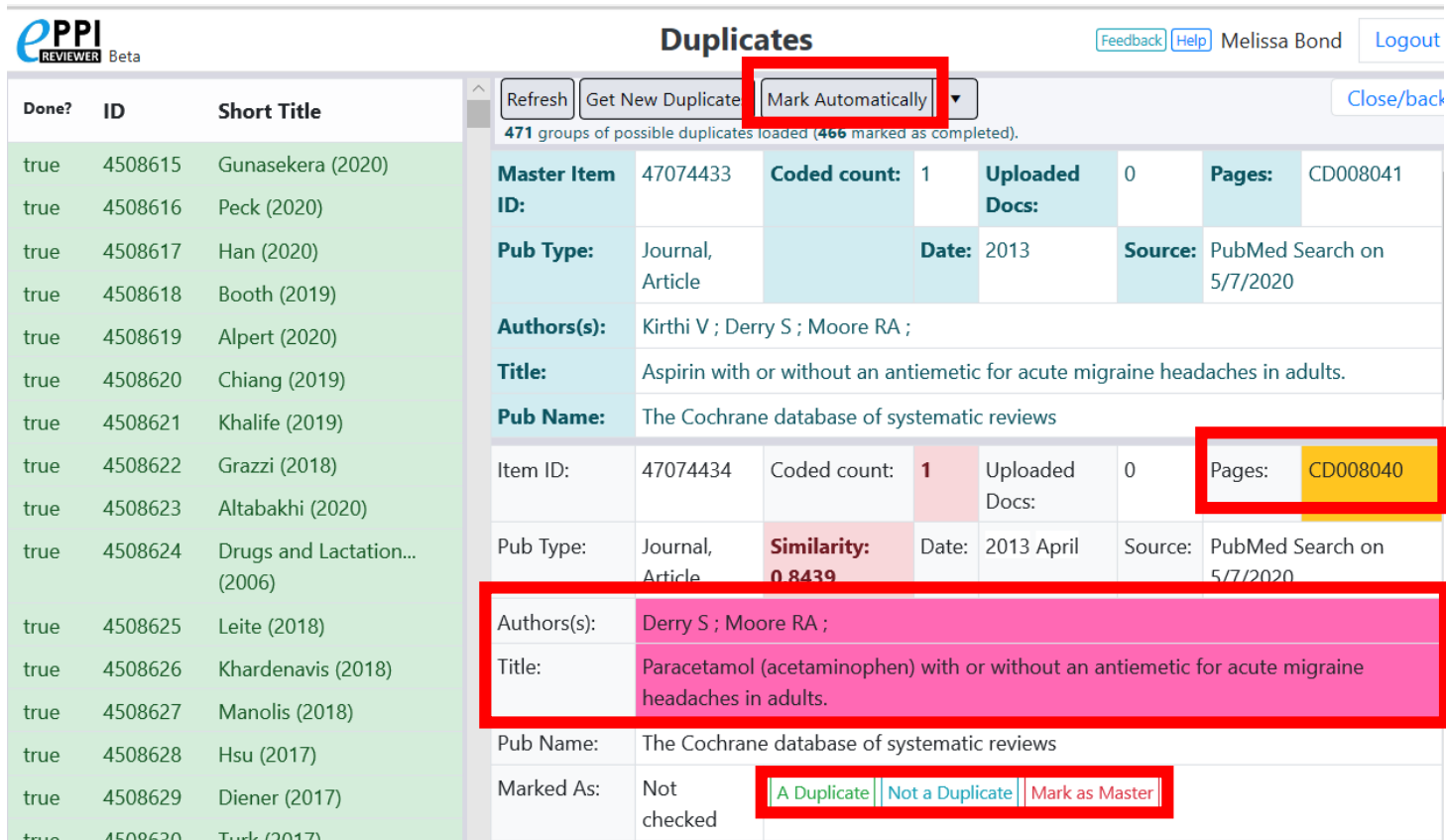
**Title:** Allergy-related outcomes in relation to serum IgE: Results from the National Health and Nutrition Examination Survey 2005-2006.

**Pub Name:** The Journal of allergy and clinical immunology

**Marked As:** **Duplicate** [Not a Duplicate](#) [Mark as Master](#)

To list duplicates after you have imported all items, click on **Get new duplicates**.

- Items will be grouped with similar references, with groups displayed on the left (completed groups are marked in green).
- Each item in the group is assigned a similarity score, compared to a Master item.



**ePPI REVIEWER Beta** **Duplicates** [Feedback](#) [Help](#) Melissa Bond [Logout](#)

[Refresh](#) [Get New Duplicate](#) [Mark Automatically](#) [Close/back](#)

471 groups of possible duplicates loaded (466 marked as completed).

| Done? | ID      | Short Title                   |
|-------|---------|-------------------------------|
| true  | 4508615 | Gunasekera (2020)             |
| true  | 4508616 | Peck (2020)                   |
| true  | 4508617 | Han (2020)                    |
| true  | 4508618 | Booth (2019)                  |
| true  | 4508619 | Alpert (2020)                 |
| true  | 4508620 | Chiang (2019)                 |
| true  | 4508621 | Khalife (2019)                |
| true  | 4508622 | Grazzi (2018)                 |
| true  | 4508623 | Altabakhi (2020)              |
| true  | 4508624 | Drugs and Lactation... (2006) |
| true  | 4508625 | Leite (2018)                  |
| true  | 4508626 | Khardenavis (2018)            |
| true  | 4508627 | Manolis (2018)                |
| true  | 4508628 | Hsu (2017)                    |
| true  | 4508629 | Diener (2017)                 |
| true  | 4508630 | Turk (2017)                   |

**Master Item ID:** 47074433 **Coded count:** 1 **Uploaded Docs:** 0 **Pages:** CD008041

**Pub Type:** Journal, Article **Date:** 2013 **Source:** PubMed Search on 5/7/2020

**Authors(s):** Kirthi V ; Derry S ; Moore RA ;

**Title:** Aspirin with or without an antiemetic for acute migraine headaches in adults.

**Pub Name:** The Cochrane database of systematic reviews

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Item ID: 47074434 Coded count: 1 Uploaded Docs: 0 Pages: CD008040

Pub Type: Journal, Article **Similarity:** 0.8439 Date: 2013 April Source: PubMed Search on 5/7/2020

**Authors(s):** Derry S ; Moore RA ;

**Title:** Paracetamol (acetaminophen) with or without an antiemetic for acute migraine headaches in adults.

**Pub Name:** The Cochrane database of systematic reviews

**Marked As:** Not checked [A Duplicate](#) [Not a Duplicate](#) [Mark as Master](#)

Mark Automatically will mark all items that have a similarity score of 1.00 as a duplicate. Complete groups are checked off.

- Incomplete groups will highlight any differences.
- User must mark items as **A duplicate**, **Not a duplicate** or **Mark as Master**.

In order to adjust the similarity score:

1. Click on the arrow next to 'Mark Automatically'.
2. Click on **Advanced Mark Automatically**.

## Duplicates

|                        |  |                             |              |                                |
|------------------------|--|-----------------------------|--------------|--------------------------------|
| Refresh                | Get New Duplicates   | Mark Automatically ▼        | More...      | 868 groups of possible duplica |
| <b>Master Item ID:</b> | 478873   | Advanced Mark Automatically | 1            | Uploaded                       |
| <b>Pub Type:</b>       | Journal, Article   |                             | <b>Date:</b> | 2020                           |
| <b>Authors(s):</b>     | Tsou AY Treadwell, JR Erinoff, E Schoelles, K;                     |                             |              |                                |
| <b>Title:</b>          | Machine learning for screening prioritization in systematic review |                             |              |                                |
| <b>Pub Name:</b>       | SYSTEMATIC REVIEWS   |                             |              |                                |

3. Adjust the similarity threshold from 1.00 to your desired amount.

4. Click on **Start**.

|  |                    |                      |         |   |            |
|--|--------------------|----------------------|---------|---|------------|
| Refresh  | Get New Duplicates | Mark Automatically ▼ | More... | 868 groups of possible duplicates loaded (868 marked as completed). | Close/back |
| <b>Advanced Mark Automatically:</b>  |                    |                      |         |   |            |
| You can change the thresholds to find more duplicates automatically. Please be careful, any change to the defaults could result in marking as duplicate the wrong items! |                    |                      |         |   |            |
| Similarity threshold. Between 0.7 and 1.0. Default is 1. We don't expect many false positives above 0.85   |                    |                      |         | 1.00  | ▲▼         |
| "Coded" threshold. Between 0 and 1000. Default is 0. Anything above 0 might mean you will hide some already done coding.   |                    |                      |         | 0   | ▲▼         |
| Number of uploaded documents threshold. Default is 0.  |                    |                      |         | 0   | ▲▼         |
| Start  | Cancel             |                      |         |   |            |



- ☐ ER admin and accessing help.
- ☐ Logging in and basic navigation of ER Web.
- ☐ Importing references.
- ☐ Managing duplicates.
- ☒ **Adding and editing coding tools/codes.**
- ☐ Creating coding assignments.
- ☐ Line-by-line PDF coding.
- ☐ Generating reports.
- ☐ How to create Interactive Evidence Gap Maps.
- ☐ Any other questions?

Import Coding Tool(s) Add Coding Tool

To Edit a node in the code tree, please select the desired node in the right-hand side tree.

1. Click on **Import Coding Tool(s)**.
2. Choose the type of coding tool from the list.
3. Click on **Proceed**.

This wizard will help you set up the Coding Tools in your review in just a few clicks.

You can pick your Coding Tools from a list of templates or manually copy individual codesets into your review.

In EPPI-Reviewer Coding Tool (or Codesets) are used to store most of the reviewing data so configuring your codesets correctly is an important step in setting up your review.

Coding Tools can be designed for all stages of the review process. They are used as create screening (inclusion/exclusion) tools, data extraction tools, quality assessment tools, risk of bias tools and virtually any other coding needed.

Coding Tools can also be used to organise the review workflow and can be used to group together references according to organisational needs.

Coding Tools come in three types: Screening, Administrative and Normal, the latter being used for data-extraction and similar tasks.

Below you will find a list of Review Templates along with a description. Each template consists of a number of Coding Tools.

Please pick One Option:

Standard Review

Minimal Review

Manually pick from Public codesets...

Manually pick from your own codesets...


Description:

This template contains a selection of codesets that most reviews would include. There are two screening rounds, an Allocations codeset, a Data Extraction and a Risk of Bias codeset. If in doubt, this template is your best choice. You will be able to edit the imported Codesets, remove the unwanted ones and/or add more.

Contains 6 Coding Tools...

Cancel

Proceed →



This screen allows you to select individual Coding Tool(s) to import into your review.  
You can select a Coding Tool from the list below and see it displayed in the centre column.  
The Coding Tools that are already in your review are displayed in the third column.

Available Coding Tools (public)

|  |
|--|
| Screen on Title & Abstract   |
| Screen on Full Text  |
| Retrieval status   |
| Allocations  |
| Risk Of Bias (Cochrane)  |
| Data extraction (Home Office review guidelines)                      |
| Screening  |
| Allocations and Admin  |
| Data Extraction  |
| EEF Toolkit main data extraction v 1.0 June 2019                     |
| EEF Toolkit effect size data extraction v 1.0 June 2018              |
| NICE Quality appraisal checklist - qualitative studies               |
| NICE Quality Appraisal Checklist – quantitative intervention studies |
| CASP: 10 questions to help you make sense of qualitative research    |
| AMSTAR   |
| Risk of Bias - AMSTAR2   |

## Edit Coding Tools

Coding Tool Preview:

- Screen on Title & Abstract
  - EXCLUDE on date
  - EXCLUDE on country
  - EXCLUDE on target group
  - EXCLUDE on intervention
  - EXCLUDE on evidence
  - INCLUDE for second opinion
  - INCLUDE on title & abstract

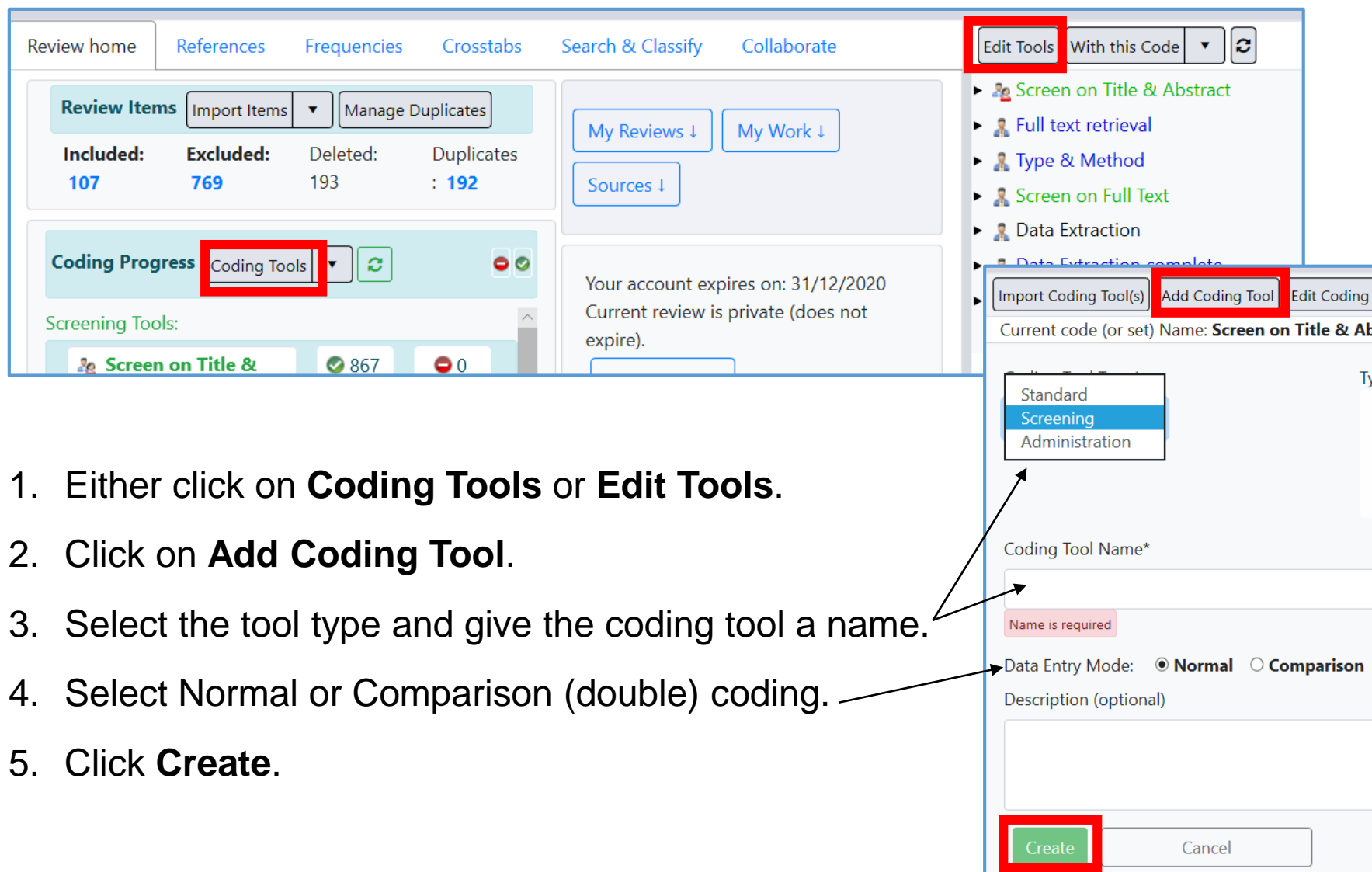
- Screen on Title & Abstract
- Screening on Title and Abstract
- Screening on Full Report
- Keywording/mapping tool
- Data extraction tool
- Allocation codes
- Retrieval status
- EGM Mapping tool template
- Report sets
- Cochrane Collaboration's tool f
- ROBIS: RoB in Systematic Review
- Inductive Coding
- Risk Of Bias (Cochrane)
- Data extraction (Home Office review guidelines)
- EEF Toolkit main data extraction v 1.0 June 2019
- Allocations

- Choose a coding tool.
- Preview it.
- Click on **Import Selected**.
  - You may need to scroll down to find it.

Cancel

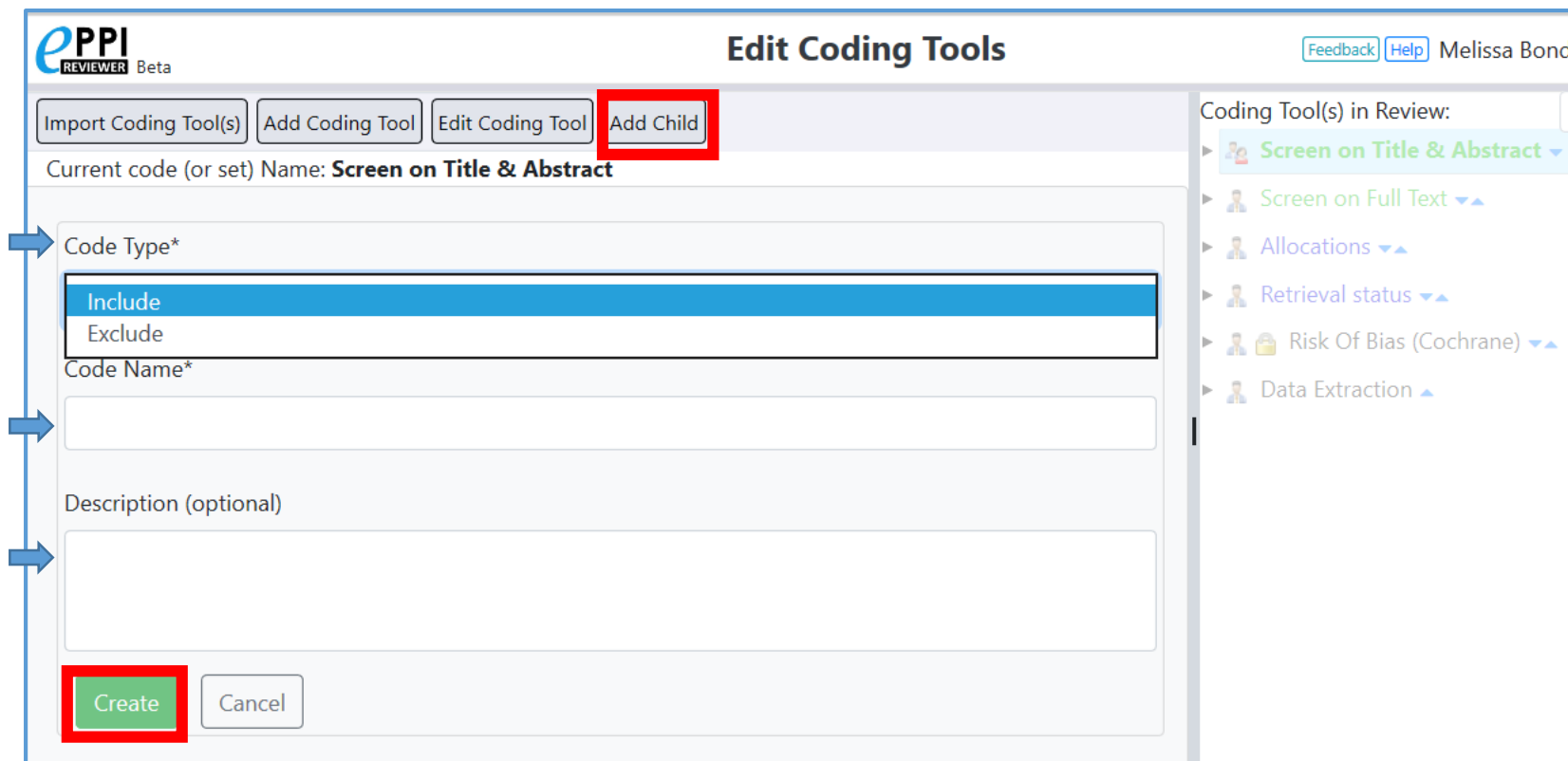
Import Selected

Video: [https://youtu.be/bGTYge\\_ySyA](https://youtu.be/bGTYge_ySyA)



The screenshot shows the ePPI interface with the 'Coding Tools' dropdown menu open. The 'Add Coding Tool' dialog box is displayed, showing the 'Screening' option selected in the dropdown menu. The 'Coding Tool Name\*' field is highlighted, and the 'Data Entry Mode' section shows 'Normal' selected. The 'Create' button is highlighted in the dialog box.

1. Either click on **Coding Tools** or **Edit Tools**.
2. Click on **Add Coding Tool**.
3. Select the tool type and give the coding tool a name.
4. Select Normal or Comparison (double) coding.
5. Click **Create**.



**ePPI REVIEWER Beta** **Edit Coding Tools** [Feedback](#) [Help](#) Melissa Bond

[Import Coding Tool\(s\)](#)
[Add Coding Tool](#)
[Edit Coding Tool](#)
[Add Child](#)

Current code (or set) Name: **Screen on Title & Abstract**

Code Type\*

- Include
- Exclude

Code Name\*

Description (optional)

[Create](#) [Cancel](#)

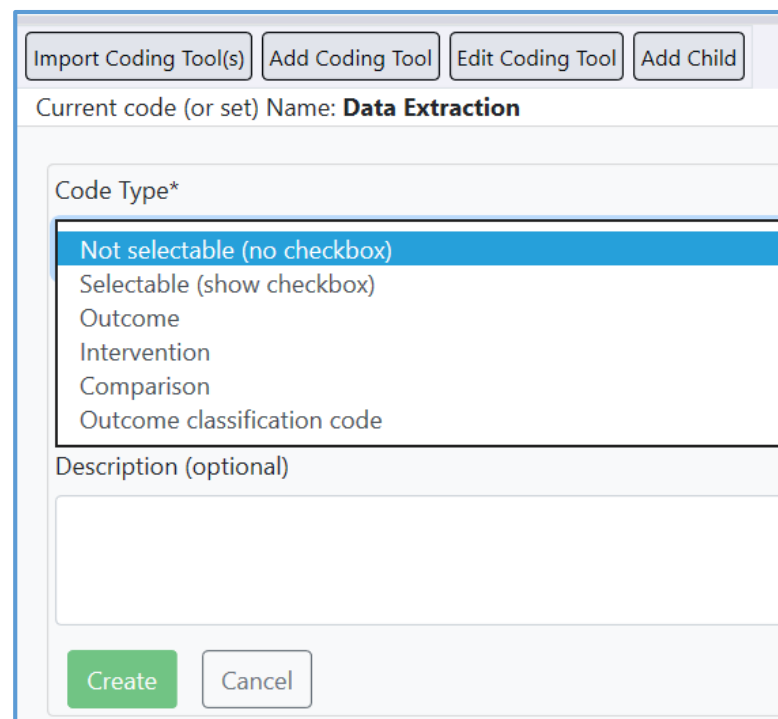
Coding Tool(s) in Review:

- Screen on Title & Abstract ▼
- Screen on Full Text ▼▲
- Allocations ▼▲
- Retrieval status ▼▲
- Risk Of Bias (Cochrane) ▼▲
- Data Extraction ▲

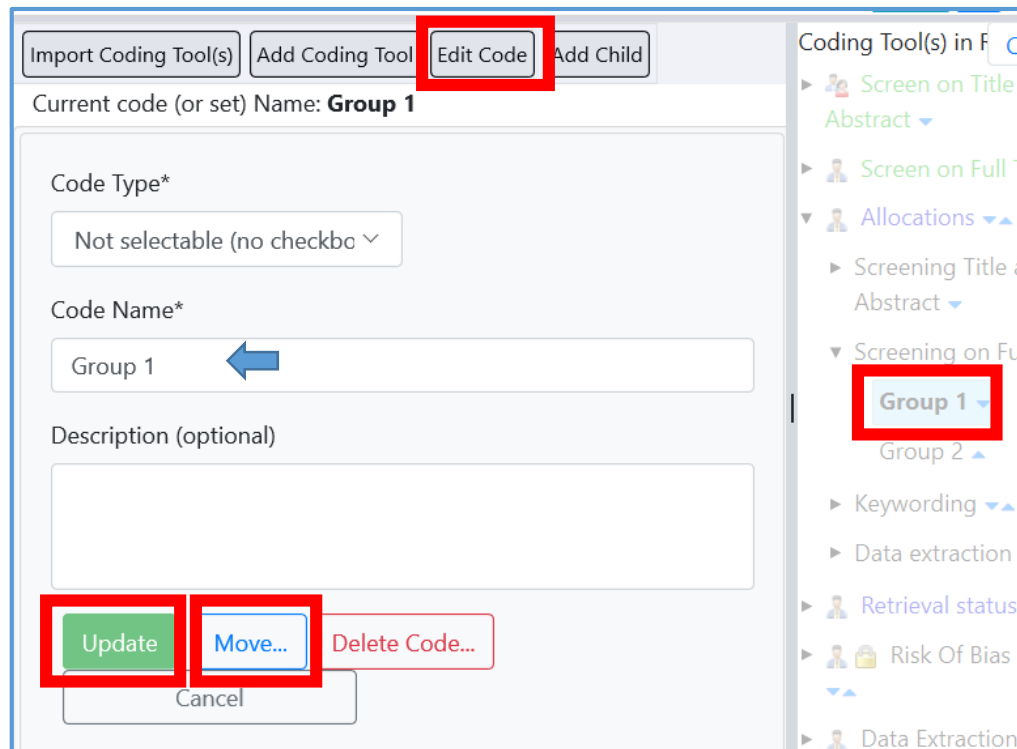
1. Select a coding tool or code in the panel on the right.
2. Click on **Add Child**.
3. Select Code Type, type in a code name and a description.
4. Click **Create**.

## *Standard coding tool*

- Selectable (checkbox) or not selectable (no checkbox)
- Outcome, Intervention and Comparison code types for numeric outcome data.
- Outcome classification codes for classifying your different outcomes.



The screenshot shows a web-based interface for creating or editing code types. At the top, there are four buttons: "Import Coding Tool(s)", "Add Coding Tool", "Edit Coding Tool", and "Add Child". Below these buttons, the "Current code (or set) Name:" is set to "Data Extraction". The main section is titled "Code Type\*" and contains a list of options: "Not selectable (no checkbox)" (which is highlighted in blue), "Selectable (show checkbox)", "Outcome", "Intervention", "Comparison", and "Outcome classification code". Below this list is a text input field labeled "Description (optional)". At the bottom of the form, there are two buttons: "Create" (in green) and "Cancel".



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

Current code (or set) Name: **Group 1**

Code Type\*

Not selectable (no checkbo ▾)

Code Name\*

Group 1 ←

Description (optional)

Update Move... Delete Code...

Cancel

Coding Tool(s) in F

- Screen on Title Abstract ▾
- Screen on Full T
- Allocations ▾
- Screening Title a Abstract ▾
- Screening on Fu **Group 1 ▾**
- Group 2 ▴
- Keywording ▾
- Data extraction
- Retrieval status
- Risk Of Bias
- Data Extraction

1. Select the code on the right hand side.
2. Click on **Edit Code**.
3. Type in the new code name.
4. Click on **Update**.

5. To move a code, either use the blue up and down arrows, or click on **Move...**
6. Choose where to move the code to.
7. Click on **Move!**

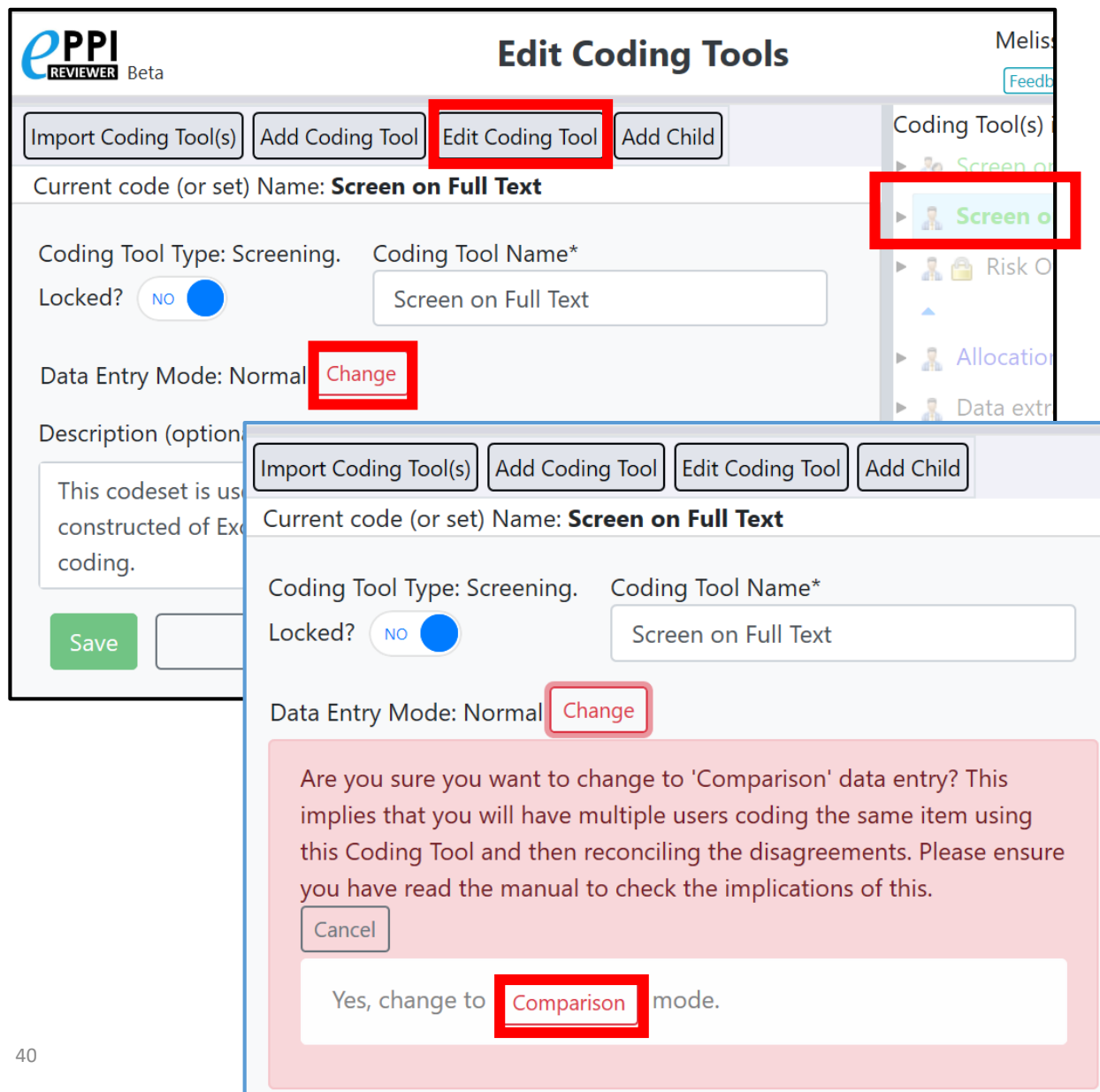
Please select the **Destination Code** from the area below.

You can move this code into another part of its coding tool, with all its child codes (if any), without affecting coding data.  
Not all codes can be destination codes. This is because some moves are impossible (ex. you cannot move a code into one of its children) while others would break coding tool depth restrictions.

- ▼ Data Extraction
  - ▶ Method
  - ▼ Intervention
    - Intervention 1
    - Intervention 2
    - Intervention 3
  - ▶ Country

Moving: **Qualitative** into **Intervention**

Cancel **Move!**



**ePPI REVIEWER Beta**

## Edit Coding Tools

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

Current code (or set) Name: **Screen on Full Text**

Coding Tool Type: Screening. Coding Tool Name\*  
Screen on Full Text

Locked? ☐ NO ☒ YES

Data Entry Mode: Normal **Change**

Description (optional)  
This codeset is used for screening and is constructed of Extracted coding.

**Save**

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

Current code (or set) Name: **Screen on Full Text**

Coding Tool Type: Screening. Coding Tool Name\*  
Screen on Full Text

Locked? ☐ NO ☒ YES

Data Entry Mode: Normal **Change**

Are you sure you want to change to 'Comparison' data entry? This implies that you will have multiple users coding the same item using this Coding Tool and then reconciling the disagreements. Please ensure you have read the manual to check the implications of this.

**Cancel**


Yes, change to **Comparison** mode.

Video: <https://youtu.be/6-T9oCIAsJI>

1. Select the coding tool on the right hand side.
2. Click on **Edit Coding Tool**.
3. Click on the red **Change** button.
4. Confirm that you would like to change to comparison mode, by clicking on the red **Comparison** button.



Review home | **References** | Frequencies | Crosstabs | Search & Classify | Collaborate

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

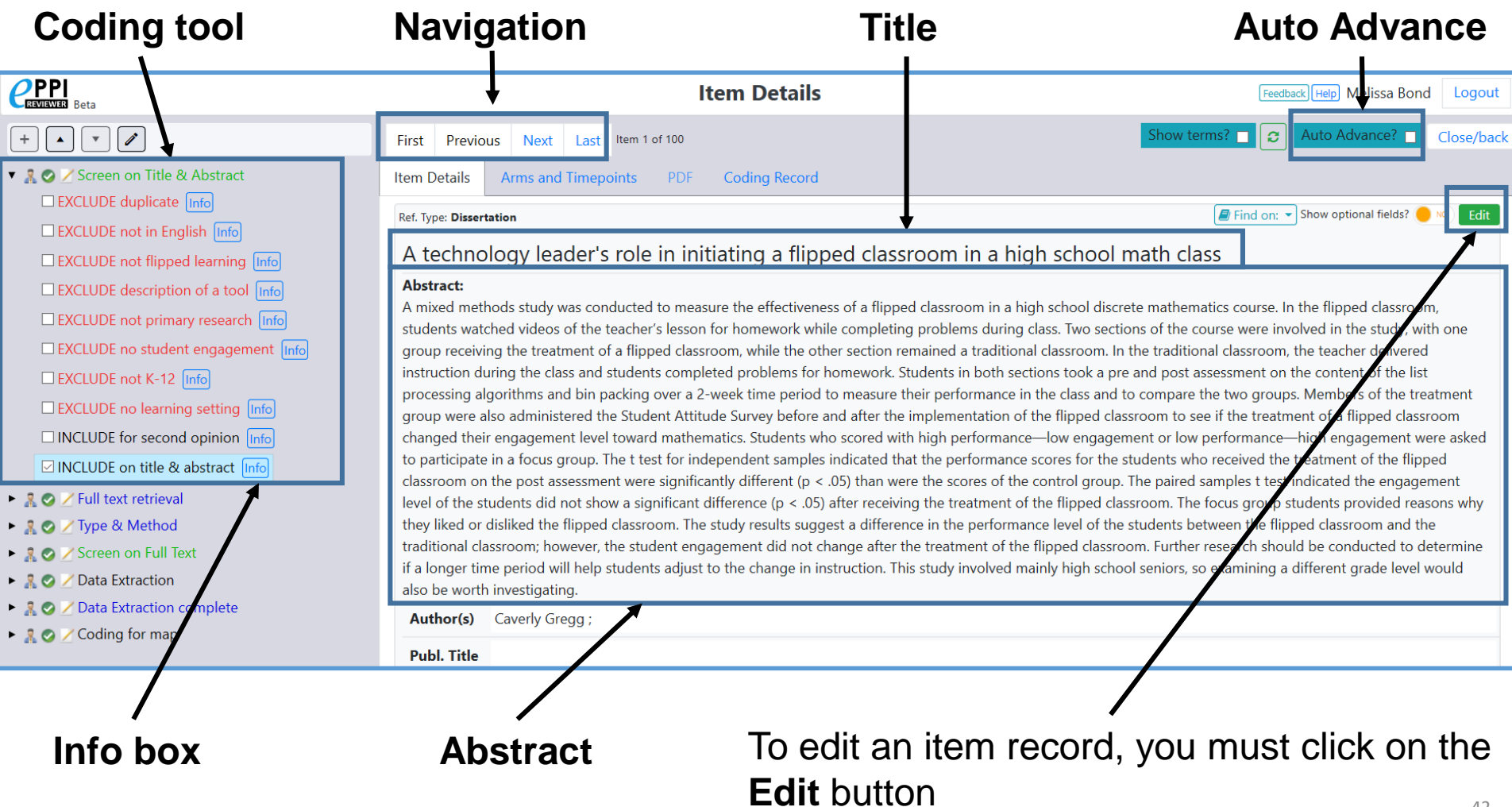
First Previous Page: 1 of 2 Next Last Showing 100 items of 107 [View Options](#)

Showing Included Items I E D

| <input type="checkbox"/>                      | ID       | Short title↑                       | Title  | Year |
|---|----------|------------------------------------|--|------|
| <input checked="" type="checkbox"/> <b>GO</b> | 36942162 | A technology leader's... (Caverly) | A technology leader's role in initiating a flipped classroom in a high school math class | 2017 |
| <input checked="" type="checkbox"/> <b>GO</b> | 33057853 | Abdelrahman (2017)                 | Flipped learning for ESL writing in a Sudanese school                                    | 2017 |

1. Click on View Options to customise your item view.
2. Change the Page size number, to change the number of items displayed on the page.
3. 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, it contains a list of checkboxes for screening items. The 'INCLUDE on title & abstract' checkbox is selected. Other options include 'EXCLUDE duplicate', 'EXCLUDE not in English', 'EXCLUDE not flipped learning', 'EXCLUDE description of a tool', 'EXCLUDE not primary research', 'EXCLUDE no student engagement', 'EXCLUDE not K-12', 'EXCLUDE no learning setting', and 'INCLUDE for second opinion'.
- Navigation:** Located at the top left of the main content area, it includes buttons for 'First', 'Previous', 'Next', and 'Last', along with 'Item 1 of 100'.
- Title:** The title of the item is displayed in a large font: 'A technology leader's role in initiating a flipped classroom in a high school math class'.
- Abstract:** The abstract text is displayed below the title. It describes a mixed methods study conducted to measure the effectiveness of a flipped classroom in a high school discrete mathematics course.
- Auto Advance:** Located at the top right, it includes buttons for 'Feedback', 'Help', 'Auto Advance?', and 'Close/back'.
- Info box:** Located at the bottom left, it contains a list of checkboxes for full text retrieval, type & method, screen on full text, data extraction, data extraction complete, and coding for map.
- Edit button:** A green button labeled 'Edit' is located at the top right of the main content area.

Annotations with arrows point to the following elements:

- Coding tool:** Points to the 'INCLUDE on title & abstract' checkbox.
- Navigation:** Points to the 'Next' button.
- Title:** Points to the title text.
- Auto Advance:** Points to the 'Auto Advance?' button.
- Info box:** Points to the 'Full text retrieval' checkbox.
- Abstract:** Points to the abstract text.
- To edit an item record, you must click on the Edit button:** Points to the 'Edit' button.

## Customise phrases

## Show relevant and irrelevant terms

The screenshot shows the 'Item Details' page for a dissertation. On the left, a 'Review Term' panel lists terms: 'flipped classroom', 'flipped learning', and 'high school'. Each term has a 'Relevant?' checkbox (all checked) and icons for adding or removing the term. An arrow points from the 'Customise phrases' label to this panel.

The main content area shows the item title: 'A technology leader's role in initiating a flipped classroom in a high school math class'. The words 'flipped classroom' and 'high school' are highlighted in green. An arrow points from the 'Show relevant and irrelevant terms' label to the 'Show terms?' button in the top right.

Below the title is the 'Abstract' section. An arrow points from the 'Add terms or change the style' label to the 'Add relevant term' button in the toolbar above the abstract.

In the top right corner, there are buttons for 'Feedback', 'Help', 'Melissa Bond', and 'Logout'. Below these are 'Auto Advance?' and 'Close/back' buttons. An arrow points from the 'Find PDF' label to the 'Find on:' dropdown menu.

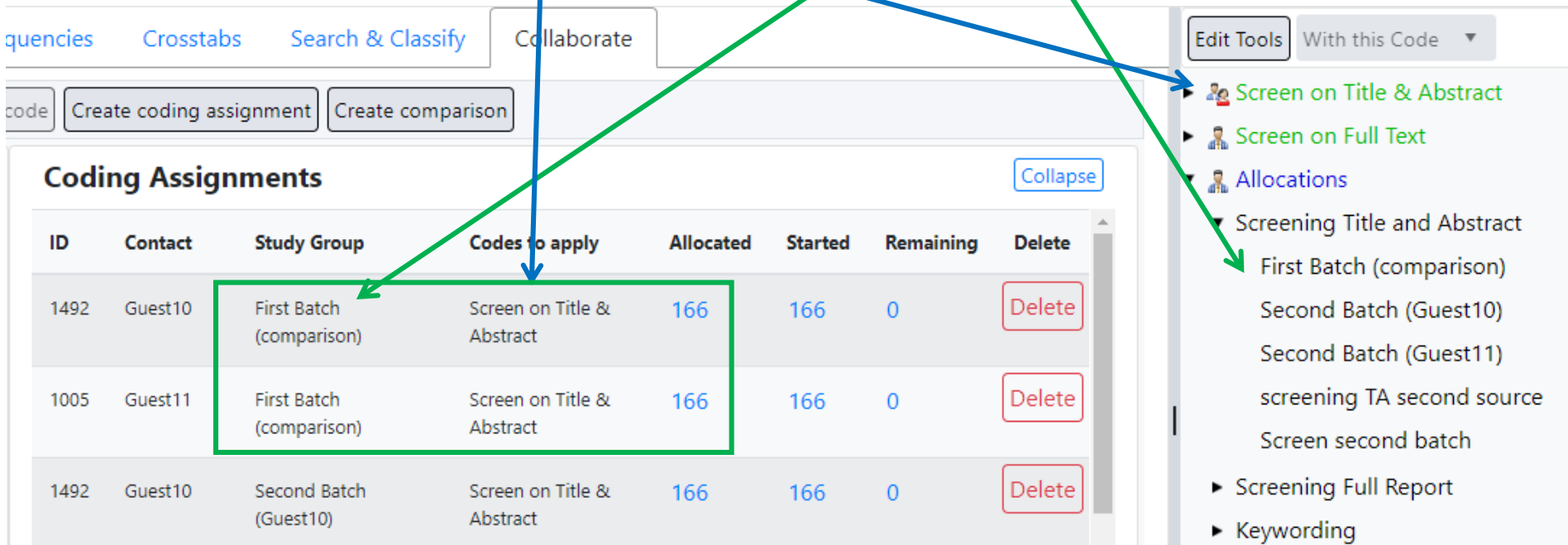
## Add terms or change the style

## Find PDF

- ☐ ER admin and accessing help.
- ☐ Logging in and basic navigation of ER Web.
- ☐ Importing references.
- ☐ Managing duplicates.
- ☐ Adding and editing coding tools/codes.
- ☒ **Creating coding assignments.**
- ☐ Line-by-line PDF coding.
- ☐ Generating reports.
- ☐ How to create Interactive Evidence Gap Maps.
- ☐ Any other questions?

Coding Assignments allow you to assign work and track progress.

- Each assignment uses one code to identify groups of references and indicates one coding-tool to use.



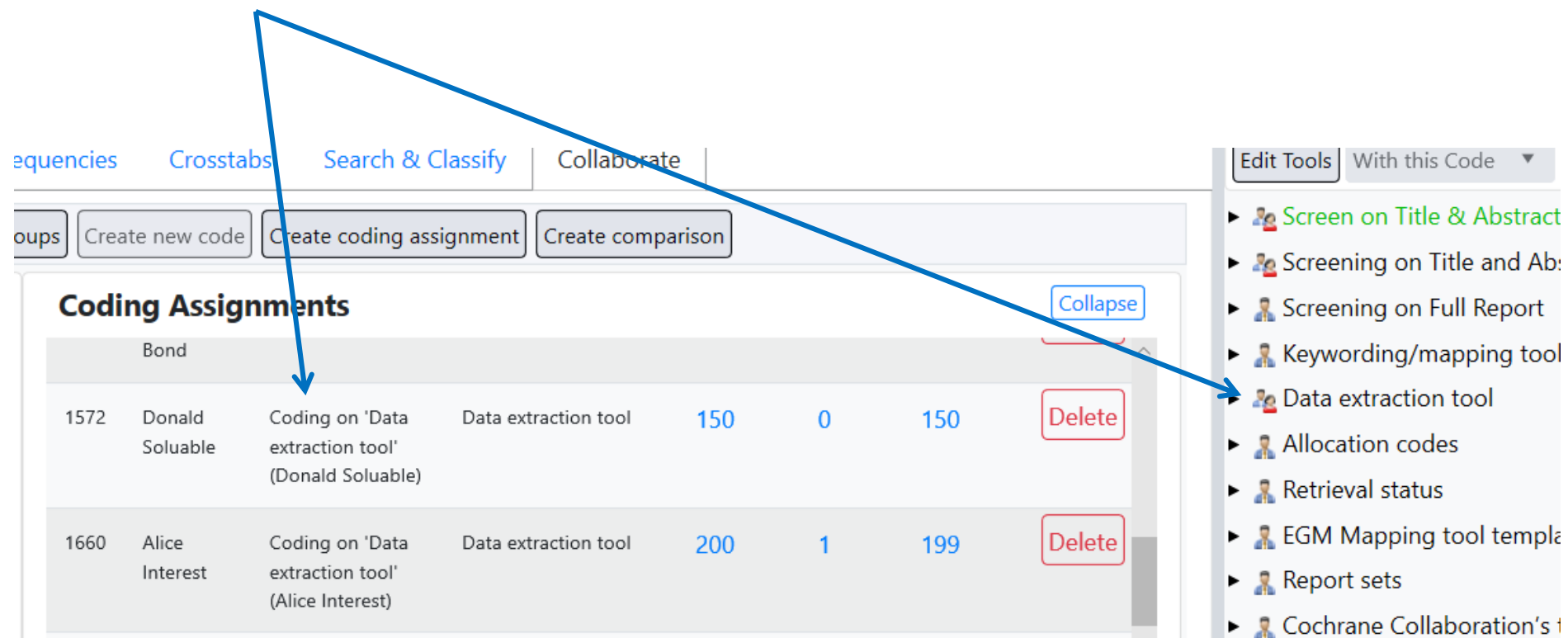
The screenshot shows the ePPI interface with a 'Coding Assignments' table and a sidebar. The table has columns: ID, Contact, Study Group, Codes to apply, Allocated, Started, Remaining, and Delete. The sidebar on the right has a tree view under 'Edit Tools' with items like 'Screen on Title & Abstract', 'Screen on Full Text', 'Allocations', 'Screening Title and Abstract', 'First Batch (comparison)', 'Second Batch (Guest10)', 'Second Batch (Guest11)', 'screening TA second source', 'Screen second batch', 'Screening Full Report', and 'Keywording'.

Arrows indicate the relationship between the 'Codes to apply' column and the sidebar items:

- A blue arrow points from the 'Screen on Title & Abstract' code in the table to the 'Screen on Title & Abstract' item in the sidebar.
- A green arrow points from the 'Screen on Title & Abstract' code in the table to the 'Screen on Full Text' item in the sidebar.
- A green arrow points from the 'Screen on Title & Abstract' code in the table to the 'Allocations' item in the sidebar.

| ID   | Contact | Study Group              | Codes to apply             | Allocated | Started | Remaining | Delete |
|------|---------|--------------------------|----------------------------|-----------|---------|-----------|--------|
| 1492 | Guest10 | First Batch (comparison) | Screen on Title & Abstract | 166       | 166     | 0         | Delete |
| 1005 | Guest11 | First Batch (comparison) | Screen on Title & Abstract | 166       | 166     | 0         | Delete |
| 1492 | Guest10 | Second Batch (Guest10)   | Screen on Title & Abstract | 166       | 166     | 0         | Delete |

You can also assign screening or data extraction codes to a Coding Assignment.

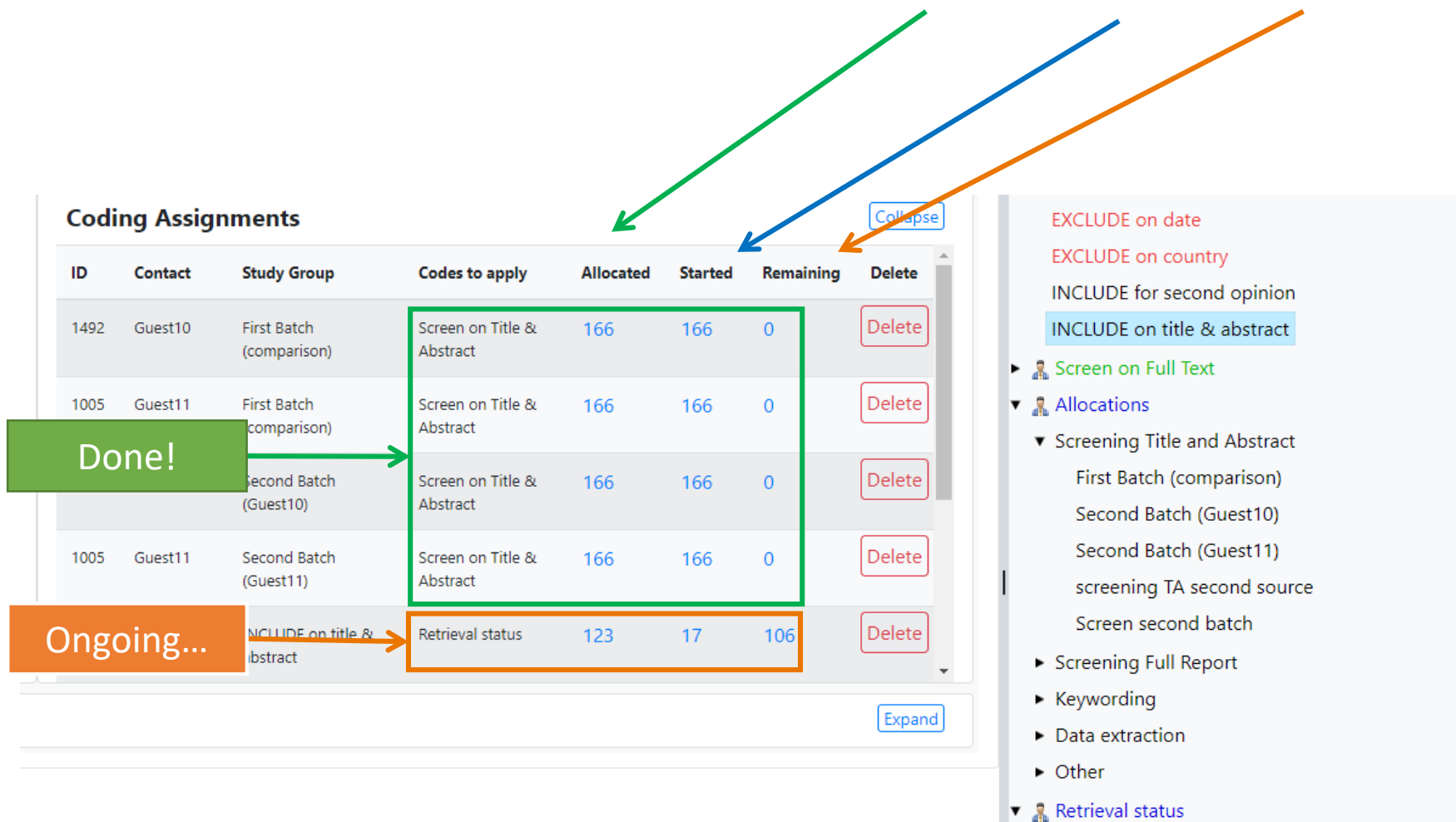


The screenshot shows the ePPI interface with the following elements:

- Navigation tabs:** Frequencies, Crosstabs, Search & Classify, Collaborate.
- Buttons:** Create new code, Create coding assignment, Create comparison.
- Coding Assignments Table:**

| Coding Assignments |                 |  |                      |     |   |     | Collapse |
|--------------------|-----------------|--|----------------------|-----|---|-----|----------|
| Bond               |                 |  |                      |     |   |     |          |
| 1572               | Donald Soluable | Coding on 'Data extraction tool' (Donald Soluable) | Data extraction tool | 150 | 0 | 150 | Delete   |
| 1660               | Alice Interest  | Coding on 'Data extraction tool' (Alice Interest)  | Data extraction tool | 200 | 1 | 199 | Delete   |
- Edit Tools Panel:**
  - Edit Tools
  - With this Code
  - Screen on Title & Abstract
  - Screening on Title and Ab
  - Screening on Full Report
  - Keywording/mapping tool
  - Data extraction tool
  - Allocation codes
  - Retrieval status
  - EGM Mapping tool template
  - Report sets
  - Cochrane Collaboration's

Each assignment reports updated numbers: **Allocated**, **Started** and **Remaining**



**Coding Assignments**

| ID   | Contact | Study Group                 | Codes to apply             | Allocated | Started | Remaining | Delete |
|------|---------|-----------------------------|----------------------------|-----------|---------|-----------|--------|
| 1492 | Guest10 | First Batch (comparison)    | Screen on Title & Abstract | 166       | 166     | 0         | Delete |
| 1005 | Guest11 | First Batch (comparison)    | Screen on Title & Abstract | 166       | 166     | 0         | Delete |
|      |         | Second Batch (Guest10)      | Screen on Title & Abstract | 166       | 166     | 0         | Delete |
| 1005 | Guest11 | Second Batch (Guest11)      | Screen on Title & Abstract | 166       | 166     | 0         | Delete |
|      |         | INCLUDE on title & abstract | Retrieval status           | 123       | 17      | 106       | Delete |

**Done!**

**Ongoing...**

**EXCLUDE on date**  
**EXCLUDE on country**  
 INCLUDE for second opinion  
**INCLUDE on title & abstract**

- Screen on Full Text
- Allocations
  - Screening Title and Abstract
    - First Batch (comparison)
    - Second Batch (Guest10)
    - Second Batch (Guest11)
    - screening TA second source
    - Screen second batch
  - Screening Full Report
  - Keywording
  - Data extraction
  - Other
- Retrieval status

Assignments show up under the My Work tab (on the Review Home page):

[Feedback](#) [Help](#) Melissa Bond [Log out](#)

---

My Reviews ↓
My Work ↑
Sources ↓

| Codes to apply                        | Group   | Allocated | Started | Remaining |
|---------------------------------------|---------|-----------|---------|-----------|
| Screen on Title & Abstract Comparison | Group 1 | 240       | 140     | 100       |
| Data Extraction                       | Group 6 | 50        | 50      | 0         |
| Data Extraction                       | Group 7 | 50        | 2       | 48        |



They also allow people to use the coding only interface (by clicking on a Coding UI button).

| My Reviews ↑ |  |                |                           |
|--------------|--|----------------|---------------------------|
| ID           | Review Name  | Last Access: ↓ | Coding UI                 |
| 20063        | <a href="#">Community of Inquiry Systematic Review</a> | 16/06/2020     | <a href="#">Coding UI</a> |
| 319          | <a href="#">EPPI-Reviewer 4 demo</a>                   | 16/06/2020     | <a href="#">Coding UI</a> |
| 14085        | <a href="#">Flipped Learning/Student Engagement</a>    | 16/06/2020     | <a href="#">Coding UI</a> |

### Work Allocation List

| Codes to apply                        | Group   | Allocated | Started | Remaining |
|---------------------------------------|---------|-----------|---------|-----------|
| Screen on Title & Abstract Comparison | Group 1 | 240       | 140     | 100       |
| Data Extraction                       | Group 6 | 50        | 50      | 0         |
| Data Extraction                       | Group 7 | 50        | 2       | 48        |

[My Reviews ↓](#)

First Previous Page: 1 of 1 Next Last Showing 48 items of 48 [View Options](#)

Showing work allocation remaining: Group 7

| <input type="checkbox"/>                    | ID       | Short title↑       | Title  | Year |
|---|----------|--------------------|--|------|
| <a href="#">GO</a> <input type="checkbox"/> | 43325827 | Hung (2009)        | Examining Online Learning Patterns with Data Mining Techniques in Peer-Moderated and Teacher-Moderated Courses | 2009 |
| <a href="#">GO</a> <input type="checkbox"/> | 43325828 | Hungwei (2019)     | A Close Look at Trust Among Team Members in Online Learning Communities  | 2019 |
| <a href="#">GO</a> <input type="checkbox"/> | 43325881 | Jézégou (2010)     | Community of Inquiry in e-Learning: A Critical Analysis of the Garrison and Anderson Model                     | 2010 |
| <a href="#">GO</a> <input type="checkbox"/> | 43325889 | Jimoyiannis (2017) | Students' collaborative patterns in a wiki-authoring project Towards a theoretical and analysis framework      | 2017 |

[Review home](#)
[References](#)
[Frequencies](#)
[Crosstabs](#)
[Search & Classify](#)
[Collaborate](#)
[Distribute Work](#)
[Create reference groups](#)
[Create new code](#)
[Create coding assignment](#)
[Create comparison](#)

## Reviewers

| ID   | Name             |
|------|------------------|
| 1512 | Steven Startle   |
| 1572 | Donald Soluable  |
| 1660 | Alice Interest   |
| 1752 | 11Patrick Puddle |
| 649  | Jeff Brunton     |

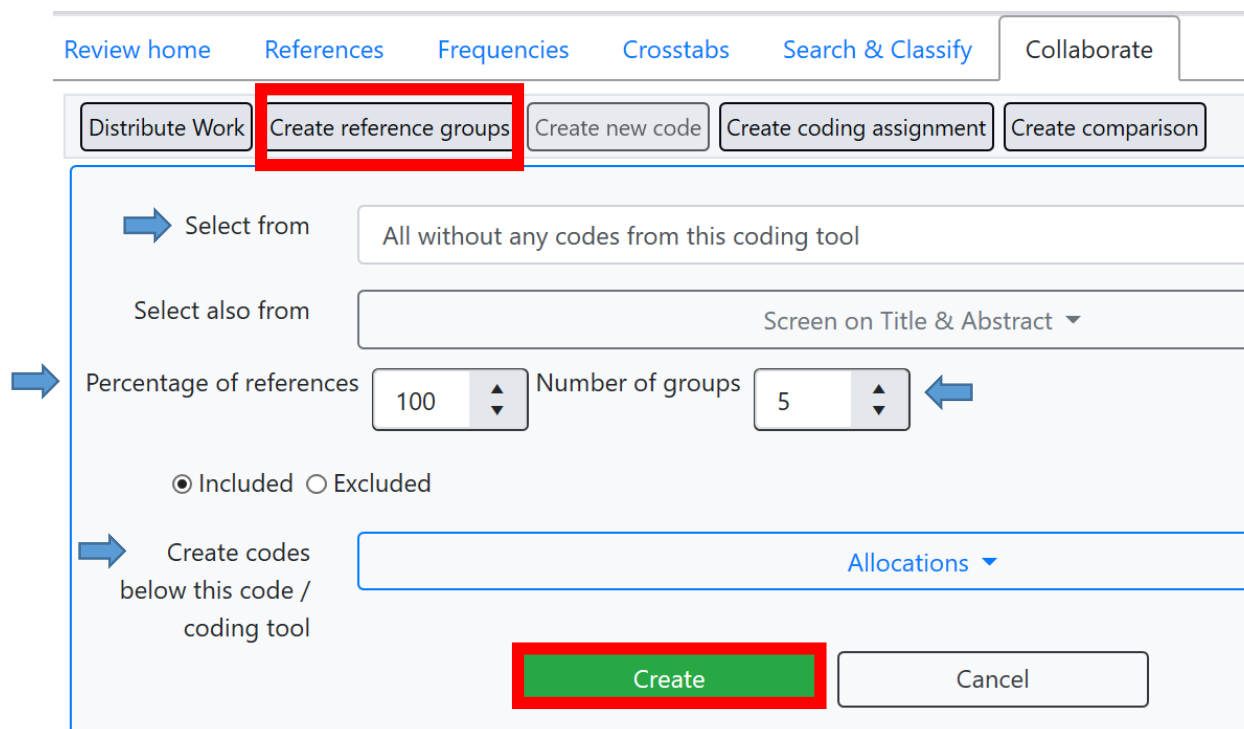
## Coding Assignments

[Collapse](#)

| ID   | Contact         | Study Group | Codes to apply                  | Allocated | Started | Remaining | Delete                 |
|------|-----------------|-------------|---------------------------------|-----------|---------|-----------|------------------------|
| 1512 | Steven Startle  | Group 1 T&A | Screening on Title and Abstract | 131       | 131     | 0         | <a href="#">Delete</a> |
| 1572 | Donald Soluable | Group 1 T&A | Screening on Title and Abstract | 131       | 131     | 0         | <a href="#">Delete</a> |
| 1512 | Steven Startle  | Group 2 T&A | Screening on Title and Abstract | 131       | 131     | 0         | <a href="#">Delete</a> |

Brings together work distribution tools.

- Create reference groups and coding assignments manually.
- Allocate work using the new Distribute Work wizard.
- Create comparison reports if you have double coded items.



Review home References Frequencies Crosstabs Search & Classify Collaborate

Distribute Work **Create reference groups** Create new code Create coding assignment Create comparison

Select from All without any codes from this coding tool

Select also from Screen on Title & Abstract ▾

Percentage of references 100 ▴ ▾ Number of groups 5 ▴ ▾

☒ Included ☐ Excluded

Create codes below this code / coding tool Allocations ▾

**Create** Cancel

## HELPFUL TIP:

Rename the group codes created to something unique immediately, e.g. Group 1 Screen on T&A

1. In the Collaborate tab, click on **Create reference groups**.
2. Choose which items to include.
3. Choose the percentage of items and number of groups to include.
4. Choose where to create the codes.
5. Click on **Create**.

## Coding Assignments

Video: <https://youtu.be/p8xkMk9KKWQ>

| ID   | Contact      | Study Group               | Codes to apply             | Allocated | Started | Remaining |
|------|--------------|---------------------------|----------------------------|-----------|---------|-----------|
| 8451 | Melissa Bond | Group 1 Screen on T&A 10% | Screen on Title & Abstract | 18        | 0       | 18        |

[Review home](#)

[References](#)

[Frequencies](#)

[Crosstabs](#)

[Search & Classify](#)

[Collaborate](#)

[Distribute Work](#)

[Create reference groups](#)

[Create new code](#)

[Create coding assignment](#)

[Create comparison](#)

Reference group  
to assign:

Group 1 Screen on T&A 10% ▾



Coding tool to  
use:

Screen on Title & Abstract ▾



Reviewer:

Melissa Bond ▾



Assign

Cancel

1. In the Collaborate tab, click on **Create coding assignment**.
2. Choose the **reference group** to assign.
3. Choose the **coding tool**.
4. Choose the **reviewer**.
5. Click on **Assign**.

This will now be demonstrated live.

Review home
References
Frequencies
Crosstabs
Search & Classify
Collaborate

Distribute Work
Create reference groups
Create new code
Create coding assignment
Create comparison

Distribute work - Step 1: select the references to code.

This wizard will help you set up your coding assignments in 3 guided steps:

- Select the references to code**
- Choose the coding to be done
- Assign the coding to each reviewer

1.1. Select your references:

[Please select]

Select the references based on previous coding, or all of the references in your review.

1.2. Included (I) or Excluded (E)?

☒ Included
☐ Excluded

Restrict the selected references based on their (I) Include or (E) Exclude flag.

1.3. Percentage of references:

100

▲

▼

Preview

Select a percentage of the references identified in steps 1.1 and 1.2. You **must** click "preview" to proceed.

Next

Cancel

YouTube: <https://youtu.be/A6KWCWx0jwI>

- ☐ ER admin and accessing help.
- ☐ Logging in and basic navigation of ER Web.
- ☐ Importing references.
- ☐ Managing duplicates.
- ☐ Adding and editing coding tools/codes.
- ☐ Creating coding assignments.
- ☒ **Line-by-line PDF coding.**
- ☐ Generating reports.
- ☐ How to create Interactive Evidence Gap Maps.
- ☐ Any other questions?

[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

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

**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 | <a href="#">Download</a> |

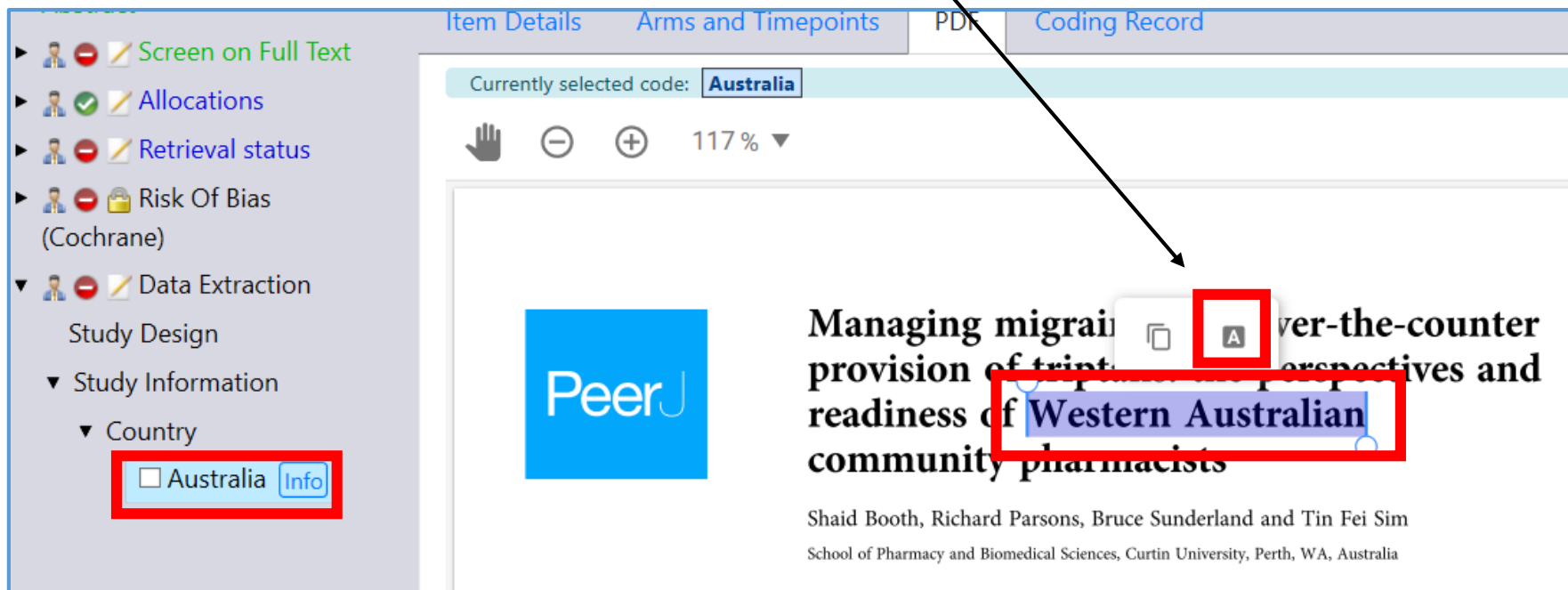
- Click on **Upload** at the bottom of the item record.
- Select the file you want to upload and click on Open.
- Your file will now appear at the bottom of the item record, in the Documents panel.
- To view the PDF, click on the green eye icon.
- To delete the PDF, click on the red trash icon.

Video: <https://youtu.be/9eP70M4a9iE>

1. Click on the **green eye icon** to display the PDF.
2. Highlight the text in the PDF you want to code.
3. Click on the code it should be assigned to.
4. Click on the **Highlight** button (Black with an A symbol).

**Documents:**

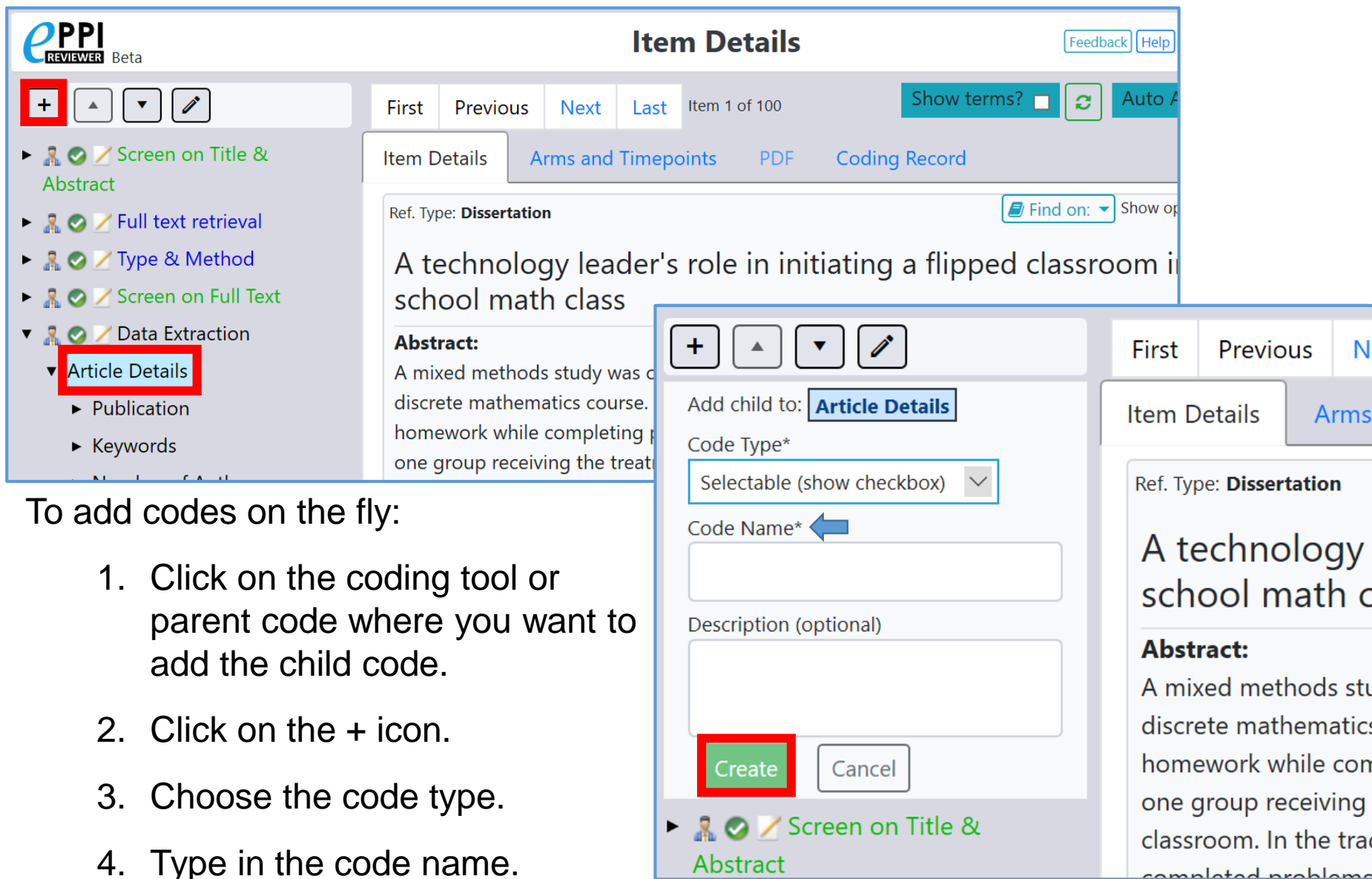
| Id     | Ref           | File Name  | Actions   |
|--------|---------------|--|---|
| 484238 | Alcala (2019) | Managing migraine with over-the-counter provision of triptans the perspectives and readiness of Western Australian community pharmacists.pdf |    |



The screenshot shows the ER Web interface with the following elements:

- Left Sidebar:** Contains navigation links for 'Screen on Full Text', 'Allocations', 'Retrieval status', 'Risk Of Bias (Cochrane)', and 'Data Extraction'. Under 'Data Extraction', there are sub-links for 'Study Design', 'Study Information', and 'Country'. The 'Country' link is highlighted with a red box, and the 'Australia' option is selected.
- Top Tabs:** 'Item Details', 'Arms and Timepoints', 'PDF', and 'Coding Record'. The 'PDF' tab is active.
- PDF Viewer:** Displays the title 'Managing migraine with over-the-counter provision of triptans the perspectives and readiness of Western Australian community pharmacists'. The text 'Western Australian' is highlighted with a red box. A red box also highlights the 'Highlight' button (black with an A symbol) in the top right corner of the PDF viewer.
- Currently selected code:** 'Australia'.
- Zoom:** 117%.





**Item Details**

Feedback Help

First Previous Next Last Item 1 of 100 Show terms? Auto A

Item Details Arms and Timepoints PDF Coding Record

Ref. Type: **Dissertation** Find on: Show op

A technology leader's role in initiating a flipped classroom in school math class

**Abstract:**  
A mixed methods study was conducted in a discrete mathematics course. Students completed homework while completing problems. One group receiving the treatment completed problems.

**Abstract:**  
A mixed methods study was conducted in a discrete mathematics course. Students completed homework while completing problems. One group receiving the treatment completed problems.

**Article Details**

Add child to: **Article Details**

Code Type\*  
Selectable (show checkbox) ▼

Code Name\* ←

Description (optional)

Create Cancel

Screen on Title & Abstract

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**.

| <a href="#">Item Details</a> <a href="#">Arms and Timepoints</a> <a href="#">PDF</a> <a href="#">Coding Record</a> |              |           |         |                      |                          |
|--|--------------|-----------|---------|----------------------|--------------------------|
| <a href="#">Run Comparison</a> <a href="#">Live Comparison</a>   |              |           |         |                      |                          |
| Coding Tool ↑  | Reviewer     | Completed | Locked? |                      |                          |
| <input type="checkbox"/> Coding for map  | Melissa Bond | ✓         | No      | <a href="#">View</a> | <a href="#">Download</a> |
| <input type="checkbox"/> Data Extraction   | Melissa Bond | ✓         | No      | <a href="#">View</a> | <a href="#">Download</a> |
| <input type="checkbox"/> Data Extraction complete  | Melissa Bond | ✓         | No      | <a href="#">View</a> | <a href="#">Download</a> |
| <input type="checkbox"/> Full text retrieval   | Melissa Bond | ✓         | No      | <a href="#">View</a> | <a href="#">Download</a> |
| <input type="checkbox"/> Screen on Full Text   | Melissa Bond | ✓         | No      | <a href="#">View</a> | <a href="#">Download</a> |
| <input type="checkbox"/> Screen on Title & Abstract  | Melissa Bond | ✓         | No      | <a href="#">View</a> | <a href="#">Download</a> |
| <input type="checkbox"/> Type & Method   | Melissa Bond | ✓         | No      | <a href="#">View</a> | <a href="#">Download</a> |

To see what you have coded at any time, click on **Coding record** and then **View**.

- Keeps a thorough record of every coding decision made by all review members.

[←](#)
[→](#)
[↺](#)
[🏠](#)

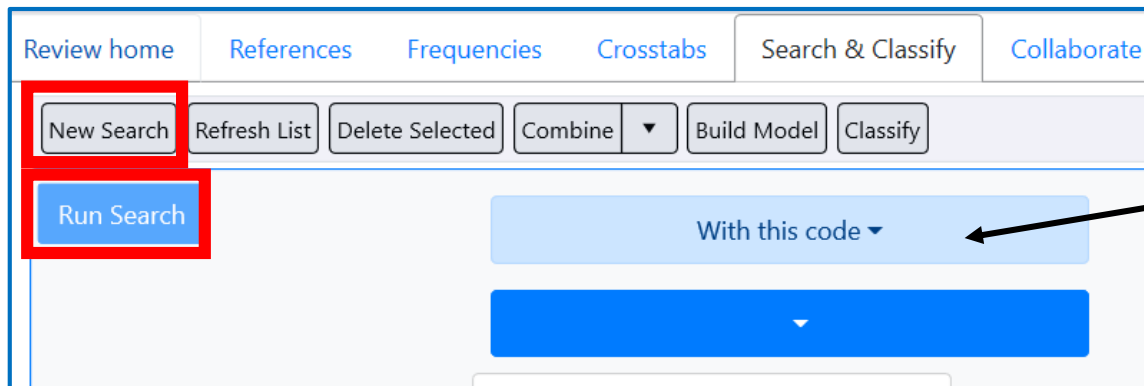
A technology leader's... (Caverly) [ID: 36942162]

Reviewer: Melissa Bond

Screen on Title & Abstract (completed)

- **INCLUDE on title & abstract**

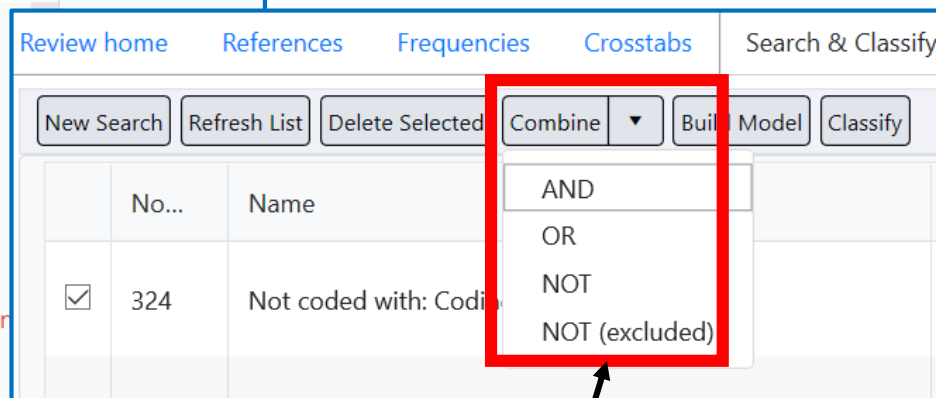
- ☐ ER admin and accessing help.
- ☐ Logging in and basic navigation of ER Web.
- ☐ Importing references.
- ☐ Managing duplicates.
- ☐ Adding and editing coding tools/codes.
- ☐ Creating coding assignments.
- ☐ Line-by-line PDF coding.
- ☒ **Generating reports.**
- ☐ How to create Interactive Evidence Gap Maps.
- ☐ Any other questions?



1. Click on **New Search**.
2. Choose how you want to search for your items.
3. Click on **Run Search**.

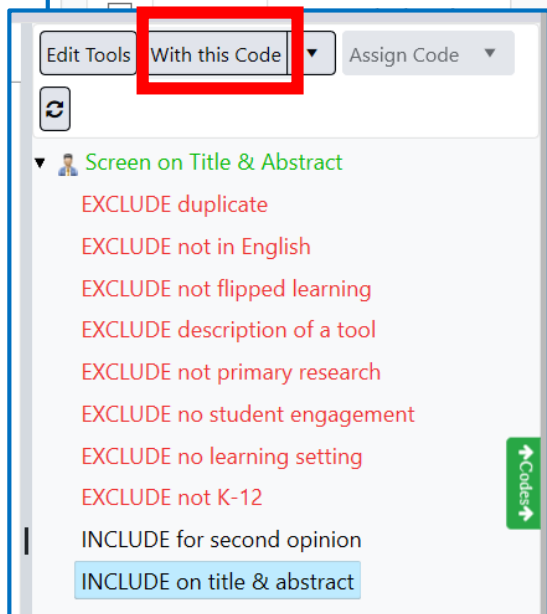
▼ Screen on Title & Abstract

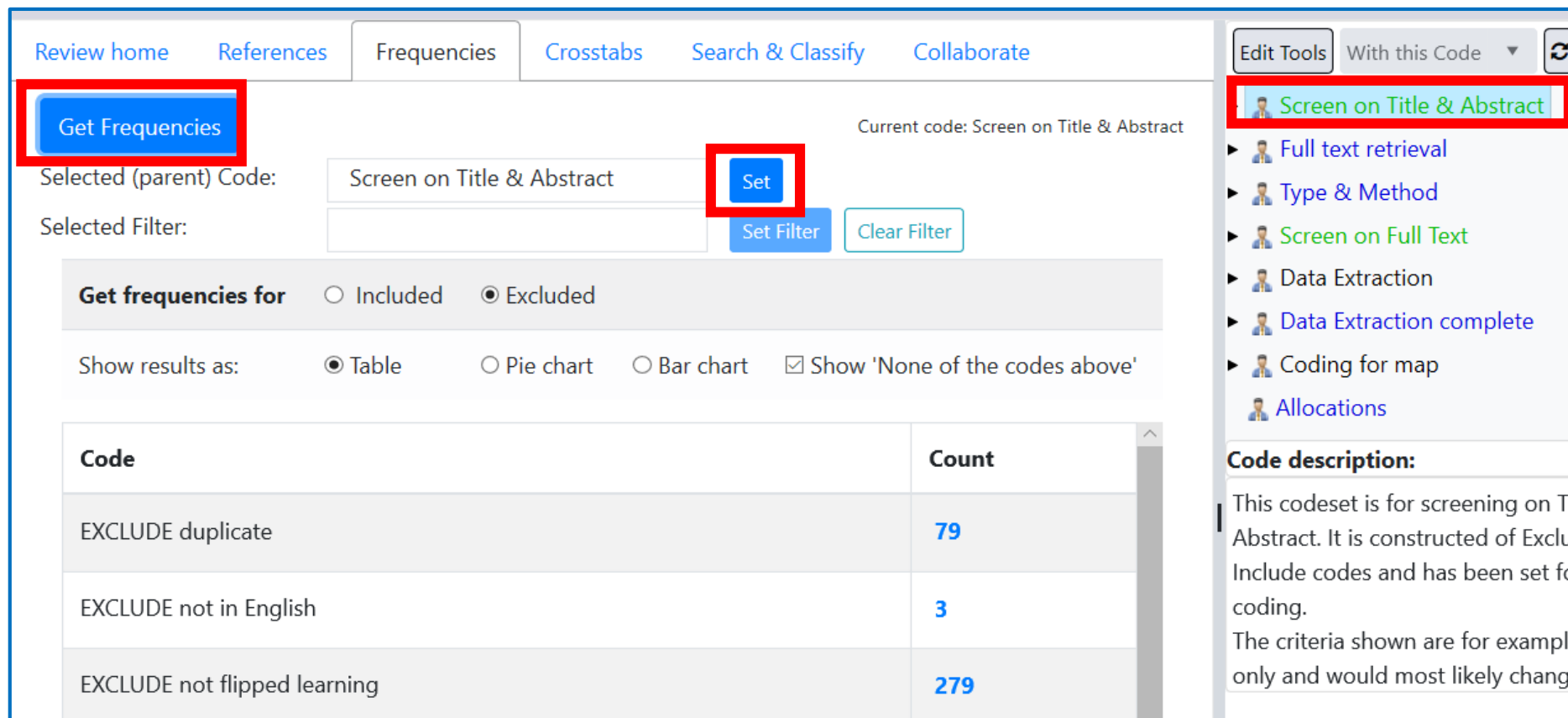
- EXCLUDE duplicate
- EXCLUDE not in English
- EXCLUDE not flipped learning
- EXCLUDE description of a tool
- EXCLUDE not primary research
- EXCLUDE no student engagement
- EXCLUDE no learning setting
- EXCLUDE not K-12



Combine searches with boolean operators.

You can also search for items with a specific code by selecting the code in the Codes panel, and clicking on **With this Code**.





Review home References **Frequencies** Crosstabs Search & Classify Collaborate

Get Frequencies

Selected (parent) Code: Screen on Title & Abstract

Selected Filter:

Current code: Screen on Title & Abstract

Set

Set Filter Clear Filter

Get frequencies for ☐ Included ☒ Excluded

Show results as: ☒ Table ☐ Pie chart ☐ Bar chart ☒ Show 'None of the codes above'

| Code                         | Count |
|------------------------------|-------|
| EXCLUDE duplicate            | 79    |
| EXCLUDE not in English       | 3     |
| EXCLUDE not flipped learning | 279   |

Screen on Title & Abstract

Full text retrieval

Type & Method

Screen on Full Text

Data Extraction

Data Extraction complete

Coding for map

Allocations

Code description:

This codeset is for screening on Title & Abstract. It is constructed of Excluded codes and has been set for screening on Title & Abstract. The criteria shown are for example only and would most likely change.

In the Frequencies tab, select the coding tool or parent code, click **Set** and then **Get frequencies**.

- Frequencies are only retrieved for one level of hierarchy.
- Clicking a blue number in the Count column will list those items.

[Review home](#)
[References](#)
[Frequencies](#)
[Crosstabs](#)
[Search & Classify](#)
[Collaborate](#)

[Get CrossTabs](#)

Current code: Type of Article

Selected X-Axis Code:

Selected Y-Axis Code:

Selected Filter:

[Set](#)

[Set](#)

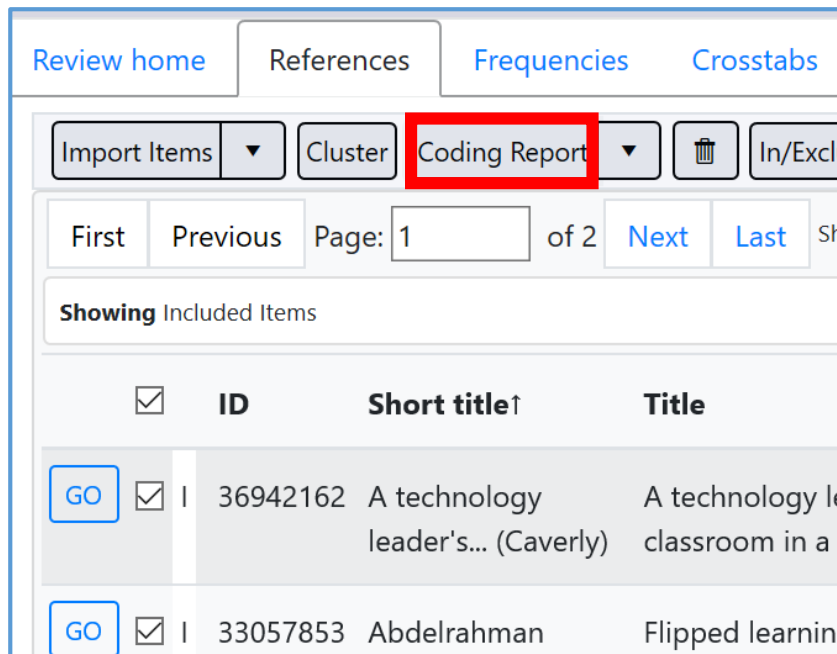
[Set Filter](#)
[Clear Filter](#)

|                         | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-------------------------|------|------|------|------|------|------|------|
| <b>Book Chapter</b>     | 0    | 0    | 2    | 0    | 1    | 5    | 0    |
| <b>Dissertation</b>     | 1    | 2    | 1    | 6    | 8    | 3    | 6    |
| <b>Journal Article</b>  | 1    | 0    | 5    | 7    | 20   | 22   | 16   |
| <b>Conference Paper</b> | 0    | 0    | 3    | 1    | 8    | 3    | 0    |
| <b>Grey Literature</b>  | 1    | 1    | 1    | 1    | 1    | 1    | 0    |

[Edit Tools](#)
[With this Co](#)

- Screen on Title &
- Full text retrieval
- Type & Method
  - Type of Article
  - Empirical Research
  - Year
- Screen on Full Te
- Data Extraction
- Data Extraction c
- Coding for map
- Allocations

1. Choose a parent code for the X-axis and the Y-axis by selecting the code in the Codes panel and clicking **Set**.
2. Click on **Get Crosstabs**.



Review home References Frequencies Crosstabs

Import Items Cluster **Coding Report** In/Excl

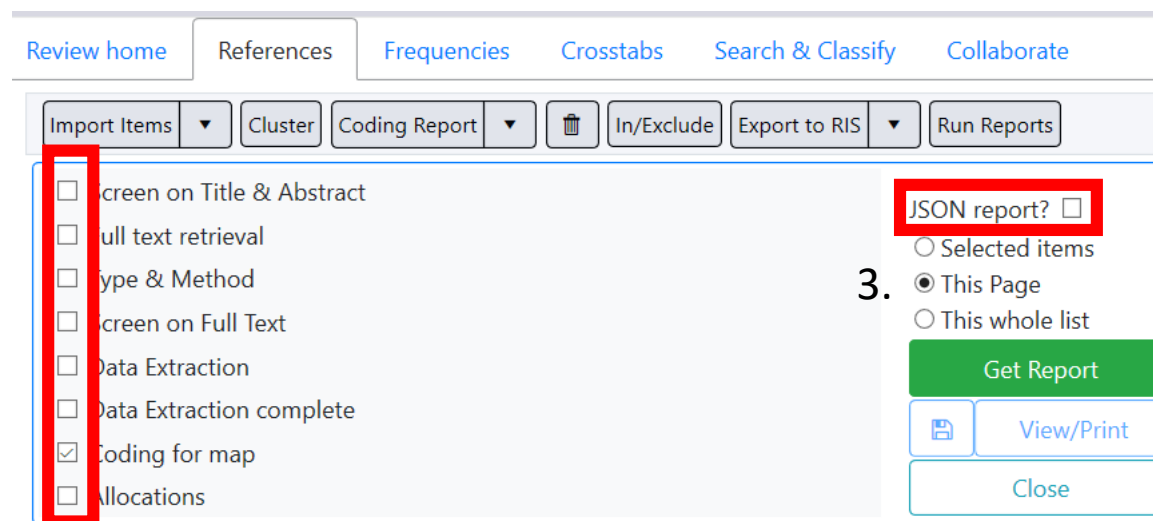
First Previous Page: 1 of 2 Next Last

Showing Included Items

| <input checked="" type="checkbox"/> | ID       | Short title↑                       | Title                       |
|-------------------------------------|----------|------------------------------------|-----------------------------|
| <input checked="" type="checkbox"/> | 36942162 | A technology leader's... (Caverly) | A technology classroom in a |
| <input checked="" type="checkbox"/> | 33057853 | Abdelrahman                        | Flipped learning            |

Similar to a coding report in ER4.

1. Click on **Coding Report**.
2. Choose which coding tools to include.
3. Choose which items to include.
4. Click the checkbox next to JSON report? to create a JSON report for an interactive evidence gap map.



Review home References Frequencies Crosstabs Search & Classify Collaborate

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

☐ Screen on Title & Abstract

☐ Full text retrieval

☐ Type & Method

☐ Screen on Full Text

☐ Data Extraction

☐ Data Extraction complete

☒ Coding for map

☐ Allocations

JSON report? ☐

☐ Selected items

☒ This Page

☐ This whole list

Get Report

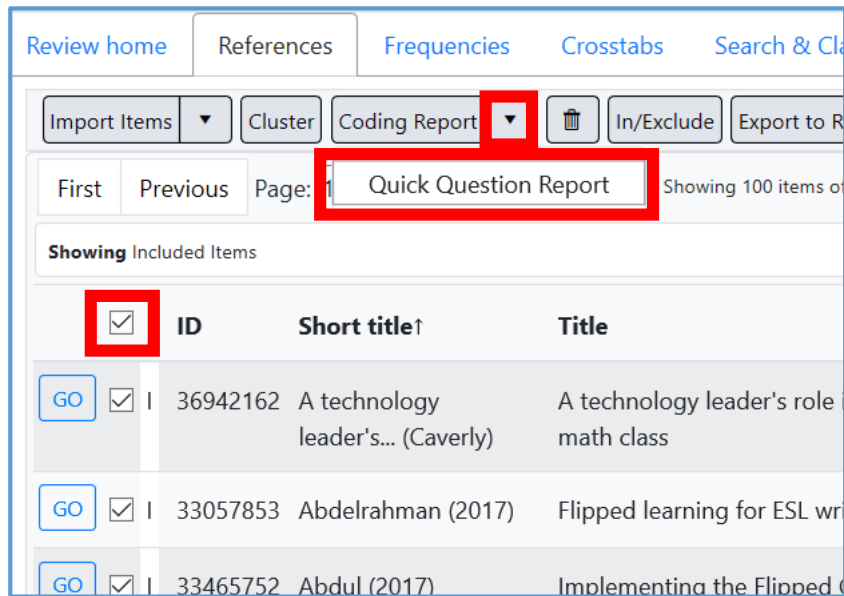
View/Print

Close

5. Click **Get Report**.

6. **View/Print** opens report tab.

7. Click the blue save icon to save as a HTML file.

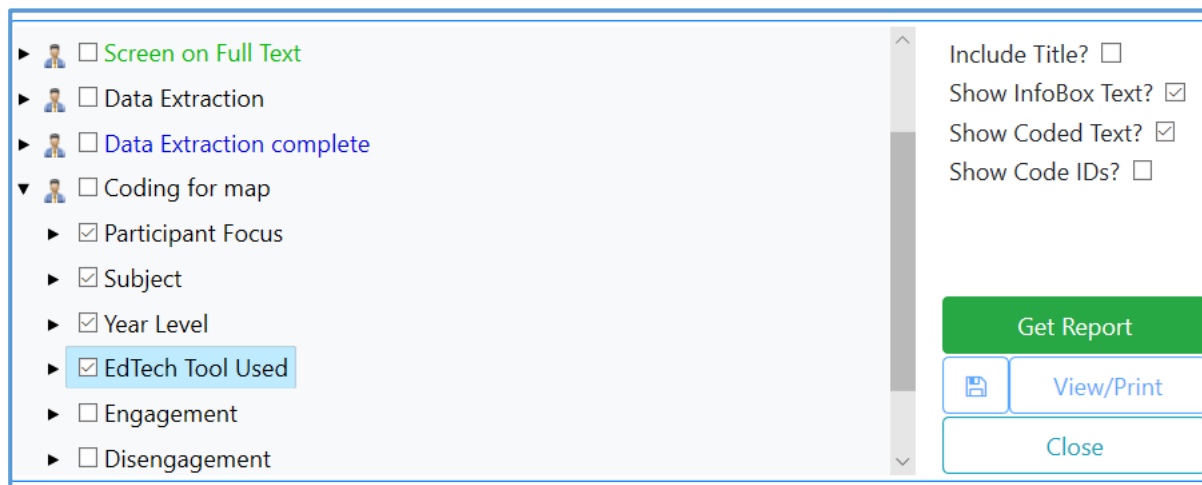


The screenshot shows the ER Web interface with the 'Coding Report' dropdown menu open, highlighting 'Quick Question Report'. Below the menu, a table of items is displayed with the first item selected.

|                                     | ID       | Short title↑                       | Title                                 |
|-------------------------------------|----------|------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | 36942162 | A technology leader's... (Caverly) | A technology leader's role math class |
| <input checked="" type="checkbox"/> | 33057853 | Abdelrahman (2017)                 | Flipped learning for ESL wr           |
| <input checked="" type="checkbox"/> | 33465752 | Abdul (2017)                       | Implementing the Flipped              |

Similar to a configurable report in ER4.

1. Select the items to include.
2. Click the black arrow next to Coding Report.
3. Click on **Quick Question Report**.
4. Choose the parent/question code from any coding tool.



The screenshot shows the report configuration dialog box with various options for including text and coding information.

- ☐ Screen on Full Text
- ☐ Data Extraction
- ☐ Data Extraction complete
- ☒ Coding for map
  - ☒ Participant Focus
  - ☒ Subject
  - ☒ Year Level
  - ☒ EdTech Tool Used
  - ☐ Engagement
  - ☐ Disengagement

Options on the right:

- Include Title? ☐
- Show InfoBox Text? ☒
- Show Coded Text? ☒
- Show Code IDs? ☐

Buttons: Get Report, View/Print, Close

5. Choose whether to include InfoBox text and line-by-line PDF coding.
6. Click **Get Report**.
7. **View/Print** opens report tab.



☒ EdTech Tool Used

- ▶ ☐ Engagement
- ▶ ☐ Disengagement
- ▶ ☐ Outcomes

Get Report



View/Print

Close

Appears below after clicking on Get Report.

Clicking View/Print will open it in a new tab.



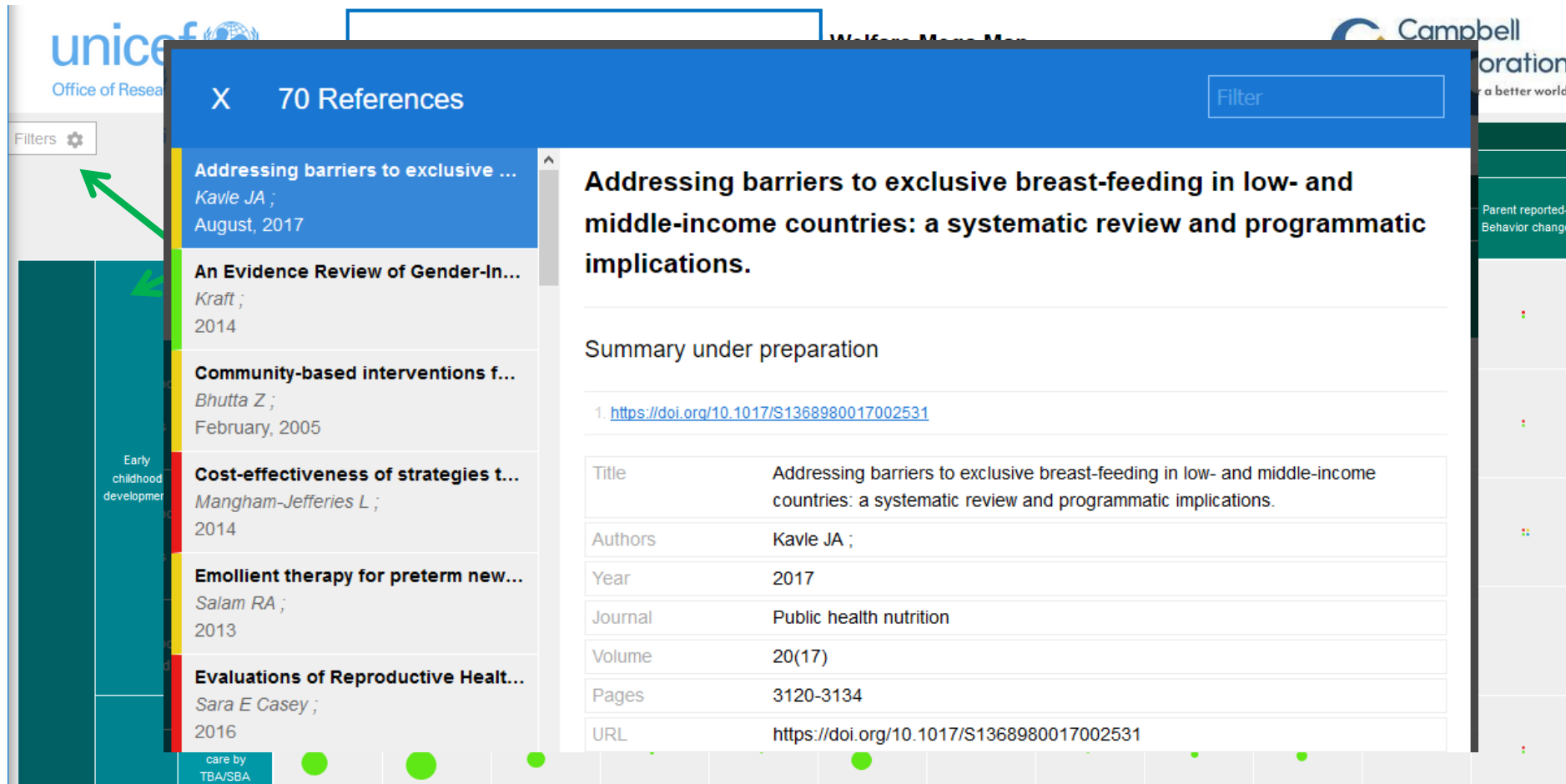
| Item   | Participant Focus | Subject | Year Level           | EdTech Tool Used  |
|--|-------------------|---------|----------------------|---|
| A technology leader's... (Caverly) (ID:36942162) | -Students         | -Maths  | -Year 11<br>-Year 12 | -Google Classroom<br>-Videos (teacher made)<br>-PowerPoint        |
| Abdelrahman (2017) (ID:33057853)                 | -Students         | -ESL    | -Year 8              | -Videos (uncertain origin)<br>-Self-assessment quizzes<br>-Edmodo |

Save report as HTML and open in Excel or Word.

| Item   | Participant Focus | Subject              | Year Level           | EdTech Tool Used  |
|--|-------------------|----------------------|----------------------|---|
| A technology leader's... (Caverly) (ID:36942162) | -Students         | -Maths               | -Year 11<br>-Year 12 | -Google Classroom<br>-Videos (teacher made)<br>-PowerPoint        |
| Abdelrahman (2017) (ID:33057853)                 | -Students         | -ESL                 | -Year 8              | -Videos (uncertain origin)<br>-Self-assessment quizzes<br>-Edmodo |
| Abdul (2017) (ID:33465752)                       | -Students         | -History             | -Year 9              | -Videos (uncertain origin)<br>-Self-assessment quizzes            |
| Al-Harbi (2016) (ID:33058203)                    | -Students         | -ESL                 | -Unsure              | -Edmodo<br>-Videos (made by others)                               |
| Avery (2018) (ID:36942160)                       | -Students         | -History<br>-Biology | -Year 11             | -Videos (uncertain origin)<br>-Other LMS                          |

- ☐ ER admin and accessing help.
- ☐ Logging in and basic navigation of ER Web.
- ☐ Importing references.
- ☐ Managing duplicates.
- ☐ Adding and editing coding tools/codes.
- ☐ Creating coding assignments.
- ☐ Line-by-line PDF coding.
- ☐ Generating reports.
- ☒ **Interactive Evidence Gap Maps.**
- ☐ Any other questions?

Enables the exploration of a body of evidence by “mapping” the collected literature against 3 or more dimensions.



**70 References**

**Addressing barriers to exclusive ...**  
Kavle JA ;  
August, 2017

**An Evidence Review of Gender-In...**  
Kraft ;  
2014

**Community-based interventions f...**  
Bhutta Z ;  
February, 2005

**Cost-effectiveness of strategies t...**  
Mangham-Jefferies L ;  
2014

**Emollient therapy for preterm new...**  
Salam RA ;  
2013

**Evaluations of Reproductive Healt...**  
Sara E Casey ;  
2016

**Addressing barriers to exclusive breast-feeding in low- and middle-income countries: a systematic review and programmatic implications.**

Summary under preparation

1. <https://doi.org/10.1017/S1368980017002531>

|         |   |
|---------|---|
| Title   | Addressing barriers to exclusive breast-feeding in low- and middle-income countries: a systematic review and programmatic implications. |
| Authors | Kavle JA ;  |
| Year    | 2017  |
| Journal | Public health nutrition   |
| Volume  | 20(17)  |
| Pages   | 3120-3134   |
| URL     | <a href="https://doi.org/10.1017/S1368980017002531">https://doi.org/10.1017/S1368980017002531</a>                                       |

Filters

Early childhood development

Parent reported-Behavior change

care by TBA/SBA

Is an **interactive** tool that uses EPPI-Reviewer data.

[http://eppi.ioe.ac.uk/COVID19\\_MAP/covid\\_map\\_v15.html](http://eppi.ioe.ac.uk/COVID19_MAP/covid_map_v15.html)

**COVID-19: Living systematic map of the evidence**

The NIHR Policy Research Programme Reviews Facility

**About This Map**

**Overview:**

This map consists of studies on COVID-19, identified in MEDLINE and Embase, and published in 2019 or later. To check that you are viewing the latest version, please visit <https://eppi.ioe.ac.uk/cms/Projects/DepartmentofHealthandSocialCare/Publishedreviews/COVID-19Livingssystematicmapofthevidence/tabid/3765/Default.aspx>

**Using this map:**

There are various ways to use the map.

The size of the circles, or the number of tiles in mosaic view, is proportional to the number of references in the cell. To view these references, click on the cell of interest. You can also click on a column or row header to view all the references relating to that row or column.

To view the full set of references, click on the 'Reader' tab above the map. Further details about the studies can be found by clicking on the URL and exploring the full text, where available.

It may appear as though there are no studies in a cell; hover the cursor over the cell to see how many studies are actually in that cell. In the filters tab, change the view to mosaic to more easily see the number of studies in each cell.

**Identifying the evidence:**

We began searching MEDLINE and Embase, on Wednesday 4th March, 2020, and we have continued to run a weekly search, updating the search strategy, as necessary.

The MEDLINE search strategy is the OVID Expert Search as developed by Wolters Kluwer and available at <http://tools.ovid.com/coronavirus/>

|             |                            | Topic                |                                  |
|-------------|----------------------------|----------------------|----------------------------------|
|             |                            | Treatment evaluation | Transmission / risk / prevalence |
| All studies | All searches               | [Heatmap]            | [Heatmap]                        |
|             | Search (1) 4th March 2020  | [Heatmap]            | [Heatmap]                        |
|             | Search (2) 18th March 2020 | [Heatmap]            | [Heatmap]                        |
|             | Search (3) 24th March 2020 | [Heatmap]            | [Heatmap]                        |
|             |                            | [Heatmap]            | [Heatmap]                        |

If you need any help at all, *we are here for you!*

- [EPPISupport@ucl.ac.uk](mailto:EPPISupport@ucl.ac.uk)
- Support forum:  
<https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2932>
- FAQ: <https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3384>
- YouTube: <https://www.youtube.com/user/EPPIReviewer4>

Questions / comments?