

# The Research Process

The words *research paper* can strike fear into the hearts of students at all levels of education. At first glance, the entire assignment appears daunting and even overwhelming. In truth, writing a research paper, like any creative process, simply consists of a series of steps taken to achieve an end. When these steps are followed singly, the process becomes manageable, the information is easily consumed, and the tasks are clearly accomplished.

Included below is a map of the Research Writing Paper Journey—broken down logically into 10 steps. Each step takes the research paper writer from beginning to end, emphasizing the importance of scheduling and executing an excellent research paper. The coursework that follows provides detailed descriptions of each step, along with suggestions for avoiding roadblocks.

## 10 Steps to Writing a Research Paper

**1**

### Select a Topic

Locate a broad topic of personal interest, and then narrow the topic to a specific aspect that can be handled reasonably within the prescribed number of pages assigned.

**2**

### Understand the Available Resources

Become familiar with primary and secondary sources, as well as the variety of print, non-print, and electronic resources available. Understand how to locate these resources and use them appropriately.

**3**

### Begin Research and Source Cards

Search for acceptable sources of information, evaluating each source and recording publication information on source cards, following MLA or APA format.

**4**

### Formulate the Thesis Statement and Determine Supporting Topics

Formulate a judgment, evaluation, or argument to serve as the main point, or thesis, of the paper. Conduct research to find three to five subtopics that support the thesis.

# Sample Social Studies Research Paper

**JE Gale**



## **Sample Social Studies Research Paper:**

*The Wiley Handbook of Social Studies Research* Meghan McGlinn Manfra, Cheryl Mason Bolick, 2017-03-13 The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research Research in Education ,1970 *Research on Technology in Social Studies Education* John Lee, Adam M. Friedman, 2009-11-01 Despite technology s presence in virtually every public school its documented familiarity and use by youth outside of school and the wealth of resources it provides for teaching social studies there has been relatively little empirical research on its effectiveness for the teaching and learning of social studies In an effort to begin to fill this gap in research literature this book focuses on research on technology in social studies education The objectives of this volume are threefold to describe research frameworks provide examples of empirical research and chart a course for future research endeavors Accordingly the volume is divided into three overarching sections research constructs and contexts research reports and research reviews The need for research is particularly acute within the field of social studies and technology As the primary purpose of social studies is to prepare the young people of today to be the citizens of tomorrow it is necessary to examine how technology tools impact improve and otherwise affect teaching and learning in social studies Given these circumstances we have prepared this collection of research conceptualizations reports and reviews to achieve three goals 1 Put forward reports on how research is being conducted in the field 2 Present findings from well designed research studies that provide evidence of how specific applications of technology are affecting teaching and learning in social studies 3 Showcase reviews of research in social studies It is with this framework that we edited this volume *Research on Technology and Social Studies Education* as an effort to address emerging concerns related to theorizing about the field and reporting research in social studies and technology The book is divided into four sections The first section of the book includes three descriptions of research constructs and contexts in social studies and technology The second section is focused on research reports from studies of student learning in social studies with technology The third section contains research reports on teachers pedagogical considerations for using technology in social studies In the fourth and final section we present work that broadly reviews and critiques research in focused areas of social studies and technology This volume contains twelve chapters each of which focuses on social studies content and pedagogy and how the field is affected and enhanced with technology The volume includes research and theoretical works on various topics including

digital history digital video geography technology use in the K 12 social studies classroom and artificial intelligence

**Instructional Design: Concepts, Methodologies, Tools and Applications** Management Association, Information Resources, 2011-03-31 Successful educational programs are often the result of pragmatic design and development methodologies that take into account all aspects of the educational and instructional experience Instructional Design Concepts Methodologies Tools and Applications presents a complete overview of historical perspectives new methods and applications and models in instructional design research and development This three volume work covers all fundamental strategies and theories and encourages continued research in strengthening the consistent design and reliable results of educational programs and models *Resources in Education* ,2000-04 **Social Studies for Secondary Schools** Alan J. Singer, 2014-10-08 Now in its 4th edition this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula units lessons projects and activities A major theme throughout is that what teachers choose to teach and the way they teach reflect their broader understanding of society history and the purpose of social studies education Advocating an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers and based in practice and experience it offers systematic support and open honest advice for new teachers Each chapter addresses a broad question about social studies education sub chapters begin with narrower questions that direct attention to specific educational issues Lesson ideas and materials in the book and online are especially designed to help new teachers to address common core learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms Chapters include highlighted Learning Activities Teaching Activities and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies and conclude with recommendations for further reading and links to on line essays about related social studies topics Activities are followed by four categories Think it over Add your voice to the discussion Try it yourself and It s your classroom All of these are supported with online teaching material Designed for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice New in the Fourth Edition Provides a number of new lesson ideas paired with online lesson plans and activity sheets in every chapter Takes a new focus on data driven standards based instruction especially in relation to the common core curriculum Addresses the interactive nature of learning in updated technology sections Reflects current trends in history education Includes more of what the author has learned from working teachers Offers a wealth of additional on line material linked to the text *Research in Education* ,1971 **Educational Research Circular** ,1926 **Elementary and Middle School Social Studies** Pamela J. Farris, 2024-01-11 The eighth edition continues to be an invaluable resource for creative strategies and proven techniques to teach social studies Pamela

Farris s popular reasonably priced book aids classroom teachers in inspiring students to be engaged learners and to build on their prior knowledge The book is comprehensive and easy to understand providing instruction sensitive to the needs of all elementary and middle school learners Creative concepts for teaching diverse learners Strategies for incorporating the C3 Framework to enrich K 8 curriculum Integration of inquiry skills with literacy and language arts skills Multifaceted meaningful activities emphasize problem solving decision making and critical thinking Myriad ideas for incorporating primary sources as well as technology Annotated lists of children s literature at the end of each chapter Multicultural focus throughout the broad coverage of history geography civics and economics NCSS Standards Linked Lesson Plans C3 Framework Plans and Interdisciplinary Thematic Units Social studies explores the variety and complexity of human experience The book emphasizes the value of social studies in preparing students to become valuable community members and to participate respectfully in a diverse society

### **National Assessment of Educational Progress 1969-1983**

Theodore B. Pratt,1984 During its first 14 years of existence the National Assessment of Educational Progress NAEP was located at the Education Commission of the States ECS This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983 References are in a classified arrangement by specific or special assessment Documents not dealing with a specific assessment are grouped by Methodological Publications Special Analyses and General and Miscellaneous Materials by NAEP are separated from materials about NAEP done by external organizations Subject Personal Author and Preparing Institution indexes are provided The compilation is based on materials documents and journal articles archived in the database of the Educational Resources Information Center ERIC and therefore most documents cited can be obtained through the ERIC Document Reproduction Service EDRS WTB

**Educational Research Circular** University of Illinois (Urbana-Champaign campus). Bureau of Educational Research,1927 The Teaching American History Project Rachel G. Ragland,Kelly A. Woestman,2010-05-26 This collection of essays and research reports from participants in The Teaching American History Project provides models for historians teachers teacher educators and others interested in the teaching and learning of American History and presents examples of lessons learned from a cross section of TAH projects

*The Social Studies* ,1928 **An Introduction to Social Research** Howard Washington Odum,Katharine C. Jocher,1929 **Educational Research Document Summaries** Educational Research Information Center (U.S.),1966

**Field Work and Social Research** Francis Stuart Chapin,1920 Report of the Committee of Fifteen of the California High School Teachers' Association on Secondary Education in California, 1923 California High School Teachers' Association. Committee of fifteen,1924

**The nation at work on the public school curriculum** American association of school administrators,1926 **Report** Russell Sage Foundation. Library,1929 **The Chicago Schools Journal** ,1924

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