FINDING RESEARCH ARTICLES

Presentation for CED600
National University Library
Fall 2018
LEARNING GOALS

1. Where to search for research studies
2. How to search for research studies
3. How to refine your searches
4. How to recognize research studies
CHOOSING RELEVANT SEARCH TOOLS

Step #1
LIBRARY VS. THE WEB

Information is everywhere.
You might find some scholarly articles through Google, but there are millions more to choose from through the National University Library.

Library Website
http://library.nu.edu
LIBRARY GUIDE FOR THIS ASSIGNMENT

CED600 Resource Guide
http://nu.libguides.com/ced600

Article Databases:
- EBSCO Databases for Educators
- ProQuest Education Journals
CONSTRUCTING YOUR SEARCHES

Step #2
SEARCHING STRATEGY

- Divide topic into concepts/segments/pieces
  - Searching in full sentences is unnecessary
  - 2-4 key concepts works best

- Brainstorm for synonyms and related terms
  - There are many ways to say the same thing

- Expand / narrow results
  - Combine key words using AND / OR
  - Refine results to scholarly, peer reviewed journals
SEARCH TECHNIQUES

- Connect ideas
- Connect synonyms
- Phrase search
- Find alternate endings
- Create search string

- bullying AND prevention
- aggression OR violence OR anger
- “antisocial behavior”
- counsel* = counsel, counseling, counselor
- Your Topic AND (research OR study)
DATABASE SEARCH SCREENS

- Basic
  - For one or two ideas

- Advanced
  - For two or more ideas
  - One idea per line
  - Synonyms on same line
  - Other options

- Choose Databases
REFINING YOUR SEARCHES

Step #3
RESULTS SCREEN

• Left = refine results
  • Peer Review
  • Publication Date
  • Subject

• Middle = results display
  • Full text links
  • Article Preview
  • Work Folder
  • Share (link to search)
Bullying in Elementary Schools: Its Causes and Effects on Students

Author(s): Jan, Afroz; Hassan, Shafiq


Availability: Full Text from ERIC. Available online: https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED579321

ISSN: 2222-1730

Descriptors: Bullying, Elementary School Students, Questionnaires, Sampling, Victims, Violence, Criterion, Peer Groups, Teacher Attitudes, Student Attitudes, Scores, Peer Relationship, Socialization, Intervention, Academic Achievement, Elementary School Teachers, Foreign Countries, Lens Codes

Abstract: Bullying is an ever-lasting problem in the lives of school kids. It is a problem that affects all students: the person who bully, those who are victims, and the persons who witnesses to interpersonal violence. Bullying may include verbal and physical assaults, threats, jokes or language, mockery and criticizing, insulting behavior and facial expressions. These factors work individually, or collectively, to contribute to a child’s likelihood of bullying. Bullying is difficult to eradicate in schools because it is so often effectively used by students. Teachers as professionals have to deal with the consequences of pupil-to-pupil bullying. The impact of prejudice-related bullying should not be underestimated. Bullying must be recognized, understood and taken seriously. The major objective of this study were (1) to understand the nature of bullying, (2) to find out the causes of bullying, (3) to find out the impact of problem-based bullying on students. Learning. 10 teachers and 49 students were constituted as sample of the study. Simple random sampling technique was used to select respondents. “Restriction response questionnaire was used as research tool for the collection of data about prejudice-based bullying in schools. “Collected data were analyzed through SPSS by running frequency, mean scores and standard deviation.” The findings of study highlights the nature and various causes of bullying which will help in formulation and implementation of various strategies to reduce the bullying behavior of students for better learning.

Number of References: 56

Number of Pages: 5

Education Level: Elementary Education

Publication Type: Journal Article, Reports - Research
DATABASE THESAURUS

- Database-specific language
- Subject terms are assigned based on what the article is about
- Searching with subject terms makes your searches more accurate and efficient
EVALUATING YOUR RESULTS

Step #4
SCHOLARLY JOURNALS

- Articles are written for and by experts in their chosen field
- Way for scholars and researchers to share their research and discoveries with other experts in their discipline
- Researcher’s first choice for an in-depth examination of a topic

Source - University of North Florida
Peer Review

http://tinyurl.com/nu-peer-review

- Articles certified by experts in the field before they are accepted for publication
- AKA: refereed or juried
- Use a Serials Directory to see if a journal is peer reviewed
WHAT IS AN ORIGINAL RESEARCH ARTICLE?

- Detailed account of an original study written by the researchers who actually did the study
- Describes the researchers hypothesis or research question and the purpose of the study
- Includes information about how the research study was done, what was discovered, and what conclusions were drawn.
FEATURES OF A RESEARCH STUDY

- Published in scholarly, academic journals
- The author(s) conducted research
- Not a review article
- Can be lengthy and difficult to read
- The article title or abstract often contain the word *study*
OTHER THINGS TO LOOK FOR

- Author Affiliation
- Abstract
- Literature Review
- References
- IMRAD format
- Introduction
- Materials and Methods
- Results
- Discussion and Conclusions

The Moderating Effects of School Climate on Bullying Prevention Efforts

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Due to the high prevalence of bullying in schools and its strong relationship to adverse mental health and academic outcomes, there has been considerable growth in the number and dissemination of school-based bullying prevention programs over the past 20 years (Espelage & Swearer, 2003). Part of this growth is spurred by states requiring schools to adopt policies and practices to address bullying and harassment among students. However, policies alone or in combination with bullying prevention curricula do not automatically translate to behavioral change and, ultimately, strong public health impact. Indeed, several recent meta-analyses reveal that over the last decade, school-wide bullying prevention evaluations have demonstrated negligible to non-significant results (Barber, Ogilvie, Ross, & Barlow, 2005; Smith, Scholte, Smith, & Anisman, 2014), with the most promising studies being based in Europe (Furnham & Tobin, 2009).

Studies on the effectiveness of bullying prevention programs have tended to focus on features and delivery of the programs as important determinants of their success (Bakker & Delisi, 2003) with particular attention to implementation (Heathcote, Vincenti, Frey, Steel, & Mackenzie, 2007; Lou, Van Ryzin, Brown, Smith, & Magnier, 2014; Olweus, 1991; Smith et al., 2004). Yet, as girişme (2003) asserted, such programs do not operate in a vacuum, and we may be limiting our knowledge of bullying prevention efforts (and how to replicate those efforts) if we ignore the broader context in which these programs are delivered. Cicchetti (2009) argued that having a positive school climate is pivotal to reducing aggressiveness and a necessary foundation for any stand-alone bullying prevention efforts. Yet, few (if any) scholars have formally tested the moderating role of school climate on the effects of an adopted bullying prevention program, missing important information on whether and to what extent the larger environment shapes bullying prevention impacts. The current study aims to address this gap by examining the moderating effects of school climate on the effectiveness of Steps to Respect (SERT: Committee for Children, 2006), a bullying prevention program with demonstrated efficacy in reducing bullying behavior (Brown et al., 2011).

School Climate and Bullying
School climate refers to the culture, milieu, or character of a school, capturing its sense of community and overall organizational health (Cohen, McElnay, Richell, & Pickett, 2005; Hey, Smith, & Cowtan, 2002). Climate is foundational to students’ values, behaviors, and peer group norms, and there is a robust literature suggesting relations between school climate and student academic achievement, commitment to school, and conduct problems (Kochenderfer & Winder, 2006; Monte, Combs, Fan, & Gregory, 2010). Climate has long been considered a critical component to targeting peer violence and aggression, and particularly bullying, given that a system framework is necessary to assess and respond to the complex, emergent, manifestations, and underlying maintenance factors of bullying. Indeed, several studies have documented relations between positive school climate and reduced bullying and victimization (Quine, Williams, & Bickel, 2011; Mayer-Arden & Connor, 2008; Park, Bradshaw, & Young, 2009). More principled research on bullying behavior (Anderson Johnson, Weissberg, DeCotiis, & Lahey, 2013), greater willingness to intervene (Eyton, Foran, & Stoltz, 2016), and greater willingness to seek help for bullying or threats of violence (Cicchetti, Gregory, & Fan, 2015). In particular, the relational aspects of the community (e.g., connectedness, having trusting relationships with teachers, availability of caring adults) has been associated with lower rates of aggression and victimization in schools (Corrigan, Krebs, & Kame, 2010, Gregory et al., 2015) and greater likelihood of help-seeking behaviors (Gregory & Fan, 2011).
Scholarly Checklist

http://tinyurl.com/nu-scholarly-checklist

- Visual clues
- Abstract clues
- Research clues
KEY POINTS

1. Use library resources to find research studies
2. Use relevant keywords and synonyms to build searches
3. Limit search results to articles from scholarly, peer-reviewed journals
4. Look for articles written by the researchers who actually did the study
5. Contact the library if you need help
QUESTIONS?

Get in Touch

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